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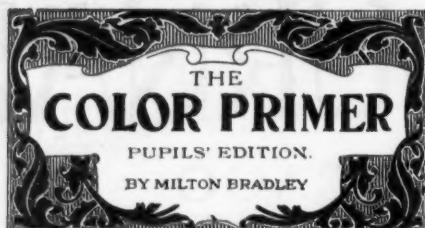
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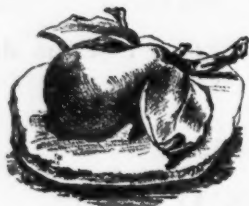
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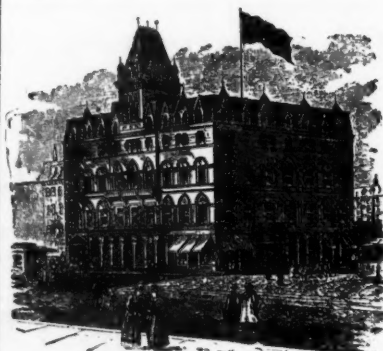
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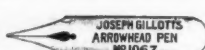
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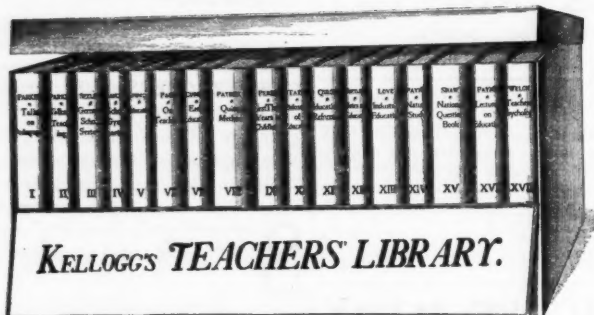
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No. 3.

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School Architecture and Sanitation.

By Dr. D. H. Bergey, University of Pennsylvania, Philadelphia.

In school architecture, a question of primary importance is that of location, with regard to the nature of the soil and its drainage capacity. Satisfactory sanitary arrangements can rarely be secured in any building unless the site is carefully selected with regard to the drainage capacity of the soil. The soil structure, as regards a preponderance of definite-sized grains, coarse or fine, influences the drainage capacity, and consequently the healthfulness of the site. The amount of slope and proximity of streams, either surface or underground, also influence the character of the soil. For these reasons, it is of primary importance that the site selected for a school building should be of such a nature as to afford the very best possible facilities for drainage, not only of refuse and excreta collected in the building, but of the surface and rain-water flowing over the soil. When the soil of the site is not perfectly dry, it should be first underdrained.

Having selected the site for the building, the nature of the building is of considerable importance. It should be detached, so as to obtain an abundant supply of fresh air and the greatest amount of light.

In the ventilation of school buildings, the cubic space and the floor space must be considered. The minimum cubic space allowable for each child is 600 cubic feet. With this amount of cubic space, the air of the room may be satisfactorily changed three times an hour without creating draft, and at the same time maintaining the relative purity of the atmosphere. The relation of window space to cubic space must also be considered, so as to have the light fall on the left shoulder of the pupil.

The position of blackboards, the arrangement of corridors, cloak-rooms, and wardrobes are also important matters for consideration.

The ventilation and heating of school buildings are probably most satisfactorily accomplished by the method of indirect heating, whereby a constant supply of fresh air is introduced at such a temperature as to maintain the proper temperature of the room. Such an arrangement requires the introduction of fans, either to propel the incoming air or to extract the impure air, or a combination of both systems.

Abstract of Address delivered before National Council, N. E. A., July 6, 1898.

Medical Inspection in Schools.

By Severance Burrage, Purdue Univ., Lafayette, Ind.

Disease may arise in a school either as the result of some sanitary defect in or about the building, or through the agency of infected children or teachers. When an epidemic breaks out, extraordinary measures are necessarily taken to check its spread, and to prevent its future outbreak; but there are a great many ordinary precautions which should be in continuous operation to prevent the start of an epidemic.

A regular sanitary inspection of the building, insisting on the proper cleansing and airing before the opening of the school year, and the subsequent cleaning, and perhaps fumigation at regular intervals, providing the scholars with a pure water-supply, and a proper and safe distribution of same, maintaining good sanitary arrangements, keeping amount of dust down to the minimum by the use of some "dustless" oil on the floors; such are a few of the ordinary precautions to be observed, assuming always that the school building is properly constructed, ventilated, lighted, heated, and hygienically furnished, and everything done to keep the children in that vigorous and healthy condition in which they are least susceptible to disease of any kind.

But above all such preventive measures should be mentioned the medical inspection of school children. By means of this system, serious epidemics may be nipped in the bud, the general health and cleanliness of the scholars be greatly improved, and a very great influence be exerted on the sanitary education of the community. Obviously medical inspection requires the thoughtful co-operation of the teachers, and a generous amount of tact on the part of the inspectors. In Boston and New York the system has been in operation for some time with great success, and has met with almost universal approval.

Among important improvements in school buildings, suggested by the practical working of medical inspection, has been the school bathroom, as so many of the poorer children do not have access to proper bathing facilities.

A late feature in Boston has been the examination of the children's heads for pediculi, and in at least one case, 80 per cent. of the children in one room were found to be pedicular. Dr. Curgin deserves much credit, not only for conceiving the idea, but for carrying it out amidst many protestations and much opposition.

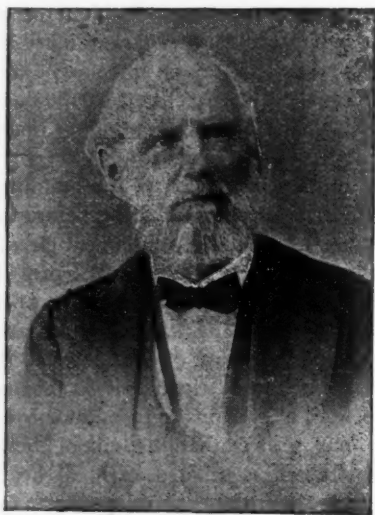
While not intending to lose sight of many of the other features of school hygiene and sanitation, nor detract from their value and importance, it is the purpose of this paper to emphasize, above all, this matter of medical inspection, as it is one of the greatest preventive measures so far devised.

Abstract of Address delivered before National Council, N. E. A., July 6, 1898.

Lessons from American Educational History.

By Rev. A. D. Mayo, Washington, D. C.

1. The American common school is the most original and characteristic development of American civilization, and the first attempt of a united people to educate itself for a Republican form of government and society. The colonies of Massachusetts bay and Connecticut struck the key-note of American civilization in their fundamental idea of a special and supreme personal obligation to Almighty God, which authorized the responsible people to establish, support, and administer the church, the school, and, as far as possible, the



Rev. A. D. Mayo.

state. This was the most valuable contribution of New England to the national life. For this reason, the people of those states were able to outgrow, in succession, the European elements in their system of the schools, and, under their great leaders of half a century ago, lead the country in the establishment of the present system of universal education from the district school to the state university.

2. The American common school, as we now have it, was built up by the people of the United States, led by the common school educational public in every state. The people have used the educators, the clergy, the politicians and statesmen, the press, and all the national agencies of reform, but have been indebted to no one of them for this great achievement.

3. The American common-school system has grown from the beginning by the adaptation and assimilation to itself of many valuable elements of good school keeping from abroad; but it has never adopted any element that conflicted with its own fundamental ideas. It has steadily outgrown European ideas and habits which the successive groups of colonists and immigrants brought from home. Whatever may have been attempted to the contrary by special classes of scholars, educators, ecclesiastics, or publicists, the people, as fast as they have become really assimilated to the national order of society and government, have refused to follow, and, from their own ranks, have elected leaders under whose direction they have fallen into line with the American idea of universal education.

4. In the common school, as in all departments of society and government, the people of the United States have reversed the European idea, that education proceeds from the university downward. For two hundred years the university and college held the common school at arm's length. The state university of to-day is an evolution from the original common school of 250 years ago.

5. The American common school has solved the religious question in popular education by demonstrating that the American version of the New Education is the most complete organization of the ideas and ideals of the absolute religion proclaimed and lived by the world's great teacher, for the training of a whole people for a genuine republican civilization. Every feature of a superior common-school system responds to some fundamental principle and method of the universal gospel of love to God and man, without which a nationality like our own would be impossible.

Abstract of Address delivered before the National Educational Association, July 11, 1898.

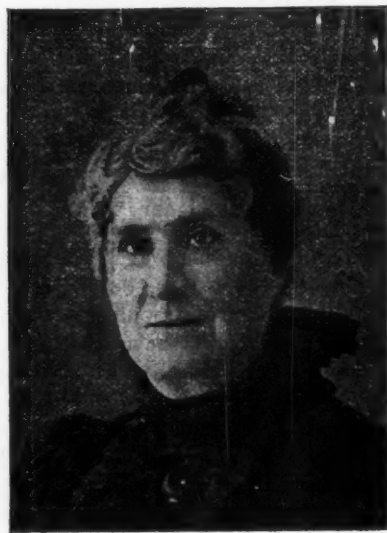
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The foundation of this should be laid during the first years of the child's life. Man alone is endowed with a free will to accept; to reject; this capacity is also found in the race and in the individual; without it, education would have no basis. Its aim is "self-knowledge," as in the "form-world" of God's creations—so also in the mental development—"a natural series of events must take place, in order to reach the corresponding idea of the mind."

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bination, these become "life elements," laying thus a broad foundation for liberal culture.

There is the harmonious blending of play and work, freedom and order, individual rights and social duties. The aim is, "that work and play materials should be regarded only as means to influence the child's character, his morals, his mind, heart, intellect—the child entire. Play, thus rightly understood, proves itself the factor of assisting the inner growth of the child—independent of formal instruction. Self-seeing, self-hearing, self-making, self-experience, self-thinking, these are the activities of the child; and, rightly developed, they are associated with happiness, gayety, and joyousness.

All the conditions for æsthetic activity should first be given; then free-will, subject to intelligent motive, should be addressed, directing the same to proximate ends through artistic and useful work or generous social action. By means of the child's capacity for "loving," he will be guided to lifting himself from content with "mere personal well-being" to become a "social being with self-reliance, independence, and freedom," this inborn "love" finally culminating in, perfected man, by entering, in simplicity and piety, the service of mankind and of God.

Abstract of Address delivered before Kindergarten Dept., N. E. A., July 11, 1898.

Child Study in the Training of Teachers.

By Prin. John G. Thompson, State Normal School, Fitchburg, Mass.

The paper pre-supposes that child study should have a place in the training of every teacher.

In the last few years, three movements have been particularly prominent in school work.

The first is a re-emphasis of the fact long ago pointed out, that children should be led to study things, rather than about things. We are beginning to see that the earth and the out of doors is very near to every child and at the hand of every teacher. Yet, in child study we seem likely to repeat the old mistake, and to study about children, rather than to study children themselves. Classes of students preparing to be teachers devote their precious time to reading articles about children, and collecting anecdotes and even pictures of children. But one step more is needed, to carry out fully the old phases of nature work—to equip our leading normal schools and colleges for teachers, with complete collections of mounted specimens of the various kinds of children.

Child study in the training of teachers should deal with children, rather than study about them.

The second movement in education is a recognition of the individuality of the pupil. While in the second work in general we seem to be breaking away from the idea that there is some single average or ideal child that may represent the child of the first grade or of the fifth grade, and so on, the greatest stress in child study seems to be laid upon averages: What the child of six likes to read; how often the child of ten plays truant; how does the child of twelve regard tale-bearing—these seem to be the vital questions. Thousands of answers are collected and averaged in the attempt to build up the average or ideal child of the first, fourth, or sixth grade.

The third movement in education is a recognition of the influence and power of the personality of the teacher.

Child study has led many to believe that children may be studied as minerals are studied, as the scientist studies toads or snakes, or as he studies dogs under the influence of alcohol.

Child study, in the training of teachers, cannot be coldly intellectual. Unless it develops in sympathy for the child, it is a failure.

Abstract of Address delivered before Child Study Dept., N.E.A. July 12, 1898.

Heredity and Environment.

By Prof. Edgar James Swift, Normal School, Stevens Point, Wis.

Recent investigation on the effect of suggestion has opened new lines of thought concerning the relative influence of heredity and environment. While the results gotten by the statistical method can never be regarded as conclusive, because of the complexity of life, they are nevertheless valuable in correcting or strengthening conclusions arrived at theoretically, and in suggesting new lines of research.

Answers to questions from about two hundred boys in the reformatory at Waukesha, Wisconsin, show that the physical condition of their ancestors, so far as this may be learned from the health of the boys themselves, is not markedly worse than the average.

The mental ability of the boys was considerably below that found in the Elmira reformatory, but this may be partly accounted for by the fact that the estimate of the Waukesha boys was based entirely on school work, while at Elmira, the opportunity for judgment is considerably enlarged.

Either insanity, epilepsy, or chorea was found in the ancestry of 13.82 per cent. of the boys.

The fathers of quite a large number had been convicted of drunkenness or disorderly conduct, and a few of crime. In almost all cases the fathers were hard-working men, and a majority of them were skilled workmen.

Considerably more than half of the boys were of temperate ancestors, and only about one-fifth were themselves in the habit of drinking.

The influence of those older in crime, in leading these boys to begin their criminal acts, was clearly seen. Most of them said they did not want to do wrong, but did want some fun.

No one outside of their family had ever taken any interest in many of the children, and they evidently lacked the stimulus that social respectability gives.

The question that interests society is not, can children become criminals because of inherited tendencies,—of this there can be no doubt—but rather, must these constitutional peculiarities reveal themselves in the life of the individual, however unfavorable to their development the surroundings may be?

In the hope of getting some information on this subject, the record of 106 children, who had been placed in families by the Minnesota State School for Neglected and Dependent Children, was examined. One or both of the parents of all these children were distinctly bad. The least of which any of them had been guilty was habitual drunkenness and desertion of their family. Thirty-nine of the mothers were prostitutes, and, in about the same number of cases both parents were intemperate, insane, or criminals. Eighty-eight per cent. of all these children developed into young men and women of good character, when placed in better surroundings.

The record of ninety-one children placed in families by the Wisconsin State school was also studied. All of these were likewise of bad parentage, but only six had turned out badly.

The average age at which 255 boys were taken to the Waukesha Reform school was not quite 13.7 years. This is the time when the nerve centers are in a hyper-sensitive state, and children are especially susceptible to suggestion.

Abstract of Address delivered before Child Study Dept., N.E.A., July 11, 1898.

Choice of Reading Matter

For the Early Adolescent Period.

By Susan F. Chase, Normal School, Buffalo, N. Y.

The proper choice of reading during the years of adolescence, as a help to the solution of this problem, is a most important subject for study.

A recent investigation into the facts of adolescent reading has emphasized the following conditions:

1. The power of environment in influencing literary tastes.
2. The book barrenness, of the majority of homes and many schools.
3. The great appetite for reading between the years twelve to eighteen.
4. The enormous wastes of reading energy within these years and the evils arising therefrom.
5. The amount of lazy enjoyment of reading, and the need of stimulation to thought.
6. The startling amount of surreptitious reading and the motives for such reading.
7. The absolute necessity for intelligent and sympathetic guidance of adolescents in their selection of reading matter.
8. The demand for educative centers where instruction may be given to parents and teachers in the proper choice of reading for young people.

At present, our knowledge is insufficient. Can we stimulate a desire for reading? In what way lead young people on in the choice of better reading? What amount of independence to allow in the choice of books? How shall we anticipate the temptations to secret reading? How shall we meet the demand for religious culture? At what age should the Bible be put into the hands of the reader? What should be our attitude toward love stories? Should immature boys and girls be allowed to read the recent realistic literature? Shall we prohibit any reading matter? What should be our attitude toward indiscriminate reading of the newspaper by boys and girls? These are a few of the questions waiting to be answered.

Abstract of Address delivered before Library Dept., N. E. A., July 11, 1898.

Play as an Educational Means.

By Miss Allie M. Felker, State Normal School, San Francisco, Cal.

Play is a determining force in national development and progress.

The double meaning of play is directed thought along the line of the child's activities, and action without special hindrance, opportunity to work out ideas.

Right conditions for play are normal children, model school homes, and professionally trained teachers.

The function of play is "to educate the individual for his life work in a network of social relationships."

To understand people, a child must imitate them; to understand stories, he must dramatize them; to develop true ideals, he must create.

The errors to be avoided in training children are too much instruction, overquestioning, helping children play, and not supplying conditions for growth.

The teacher of the future will inspire the child to do for himself, fan the God-given powers within him until they glow with the spirit of usefulness, burn with the

steady fire of talent, or burst into the living flame of genius.

The play spirit should be fostered in the home. Experience can be gained and ideals established through imitation and dictation exercises, leading to invention; music, color-play, and drawing, leading to art; stories, the ethical basis of history and literature; and social indoor and out-of-door games, resulting in the all-around development of the child.

Happiness is the proper condition for the reception of knowledge. If play is the legitimate business of childhood, then "to turn work into play is the teacher's highest achievement."

Schools where children are given freedom and every opportunity through the play-work to carry out their ideas, are the birthplace of the arts and industries and all that goes to make up life, liberty, and happiness.

Abstract of Address delivered before Elementary Dept., N.E.A. July 11, 1898.

Value of Educational Hand Work.

By Miss Mary F. Hall, Supervisor of Primary Work, Milwaukee, Wis.

The principle of self-activity, the most important result of educational evolution, was first systematized by the kindergarten, then adopted by the Manual Training school.

Hand work is to be considered as a mode of studying what is already in the course, not an addition to it; therefore, it should extend through the grade course.

Our traditional courses of verbal instruction are criticized by the press. Parents and practical people—as mechanics, farmers, and manufacturers—criticise them for their unpracticalness, and the failure of our graduates in habits of work, motor energy, and other of the most valued products of the new education.

Teachers are conservative, but those who make courses and manage schools are responsible for their results.

The demands of the reformers and practical people are in harmony with modern psychology. It says that a child, by what he does during the period of brain growth, becomes the architect of his own brain, as well as his fortunes, that the child needs to use the large motor area belonging to the hand and arm if the man is to do, rather than dream, that doing (experience) precedes knowing and expression.

The laws of mental science would make education a series of experiences and impressions, regulated under law; but the regulations of the school board may disregard all this.

This education by doing is demanded by present American conditions. The ward schools of cities show the extent to which we are working up heterogeneous elements into a national type. Great industrial and social changes have lowered the average of intelligence, thrift, moral earnestness, and varied industry of the homes. (These qualities once supplemented the defects of schools of the humanities.) The widening of slum areas, with their low standards, benumbed powers, and clumsy fingers, make a peculiar demand for learning by doing.

That hand work as a mode of investigation shall be made an organic part of the common-school course, is indicated alike by sound pedagogy and by social and industrial needs.

Abstract of Address delivered before Elementary Dept., N.E.A. July 11, 1898.

Exercise and Vigor.

By Dr. Henry Ling Taylor, New York City.

The human organism seems to sum up a three-fold evolution: First, ascent in the animal scale; a change from simplicity to complexity of structure and activity. Second, the social, political, and economic evolution from savage to civilized man; a change to still greater complexity of condition, but one transferring the stress of activity in larger measure to the nervous structures. The third evolution, that of the individual, epitomizes, in its earlier and later stages, respectively, the general tendencies of the two preceding. The race and life history is registered in the bodily structure and tendencies, and we infer from both, as well as from experience, that man is, by nature, adapted to considerable muscular activity, and suffers from too sedentary habits.

By selecting and varying muscular activity, special effects may be produced upon the system, and upon the heart, lungs, and digestive and other organs. Besides the fleshy muscles which move the head, trunk, and limbs, there is a distinct set of involuntary fibers, surrounding the blood-vessels and hollow organs. Upon the vigor and activity of these fibers the ability of the vessels and organs to properly perform their work and to protect the body from deleterious influences largely depends. Germs are powerless unless sown on receptive soil. The general nutrition and tone of the body are thus largely determined by the kind and amount of exercise habitually taken.

The normal human infant displays an almost constant spontaneous activity, which is necessary to its vigor and growth. In childhood, muscular activity is largely exhibited in play, which is both tonic and educational. A large share of children's play should take place out of doors, and with other children. During the school age, while the play impulse should not be checked, more formal physical training during school hours should be added, and because systemic physical training forms an essential part of a solid education, it should take its place in the curriculum on a par with the other studies. Competitive athletics, while useful to the community as a stimulus, may prove harmful to individuals; especially during growth; their principal dangers may be much diminished by discouraging a too narrow specialism, and by substituting group contests for those of individuals. During maturity and decline the monotony of too specialized labor, the restraint of city life, and the ravages of too keen a competition, characteristic of our age and country, may be mitigated by the pursuit of some interest during leisure hours, which shall involve varied exercise out of doors, such as climbing or rambling with rod, gun, or camera, or the indulgence of a taste for scenery, or for the study of rocks, plants, insects, or birds in their natural surroundings. Such activities, if habitually and rationally practiced, will conserve and harmonize the vital energies, and give mental breadth and poise.

Abstract of Address delivered before Physical Education Dept., N. E. A., July 8, 1898.

Effects of Weather

Upon the Activities of Children.

By Prof. Edwin G. Dexter, State Normal School, Greeley, Col.

Prof. Dexter's paper was an attempt to demonstrate, in a scientific way, some basis for the belief which seems to be widespread among teachers, that definite conditions of the weather have effects peculiar to themselves, upon the emotional states of children, as shown by their deportment in the school-room.

The study was made for the city of Denver, Col. The records of corporal punishments—the only permanent records of misdemeanors in the schools—for fourteen years, were carefully tabulated together with the thermometer, barometer, wind, humidity, character of the day, and precipitation readings as recorded at the United States weather bureau, for every day of the fourteen years on which a misdemeanor requiring corporal punishment occurred. The curve thus constructed was com-

pared with the normal conditions for Denver, and some interesting conclusions arrived at. Copies of the charts showing graphically the excess of corporal punishment under certain conditions, and the decrease in frequency under other definite weather states, were distributed in the audience.

It was shown by the paper that the time of year seemed to have but little effect upon the frequency of misbehavior, their monthly occurrence being about proportional to the number of school days in the month.

High winds were shown to be accompanied by marked states of emotional excesses, as on days when the movement was very great, five times the ordinary number of youngsters received their whippings.

The barometer seems to throw but little light upon the subject, as it made but little difference in the number of punishments whether its readings were high or low.

The thermometer, too, showed little effect according to the paper, while the humidity—that is, the relative state of dryness or moistness of the atmosphere—seemed to make the greatest difference of all. It was shown that for the fourteen years studied, on days that were abnormally dry (humidities below 30), the number of misdemeanors requiring punishment was 700 per cent. above the average.

Strange enough, the precipitation and character of the day made little difference, there being about the average number of misdemeanors on rainy and dry days, cloudy and fair ones.

Prof. Dexter did not conclude that the weather affected the pupil only, but presumed that the emotional state of the teacher, as affected by the same causes, had quite as much to do with the use of the rod.

Abstract of Address delivered before Child Study Dept., N. E. A. July 12, 1898.

Curvature of the Spine

As Influenced by School Life.

By R. Tait McKenzie, McGill University, Montreal, Canada.

In a series of one hundred examinations of school boys, aged from 13 to 18, and with an average age of 15, the writer was struck with the fact that 20 boys had a marked lowering of the right shoulder, three had the left low, while scoliosis was found in two, marked lordosis in five, and round shoulders in three; and in thirty the standing position approached more or less closely to what Bernard Roth has aptly named the gorilla type of figure; abdomen protruded, and head shoved forward.

In an examination of college students of the athletic class, out of 204 men who presented themselves, 14 per cent. showed uneven development of shoulders, scoliosis per lordosis. This frequency is noted also by other observers, Seaver, of Yale, finding 6 per cent. of students showing curvature.

In infancy, first change in spinal column is caused by the assumption of the erect position, faulty growth is prevented by constant movement and exercise of muscles in play. Fatigue in upright position prevented by the spinal muscles working in relays, and hence postponing fatigue. Fixity in any position causes rapid fatigue of muscles, as, for example, holding arm out at right angles. Fixity of position soon tires out muscles, throws strain on ligaments, and then uneven pressure on vertebrae, which ossify them and cause permanent deformity.

On analysis of the writing position, a condition of progressive fatigue is noted, and, when this is long continued, we have the back typical of scoliosis, which has been called the writing posture, become fixed. This is accentuated by misfit desks; the various misfits are described as—

The problem being to have a seat that allows the feet to rest on the floor, a proper support for the back, a desk with a slope of about 1 to 6, and at a distance from the seat, the height being at the level of the elbows when at the side.

Vertical writing is a great improvement, but not a panacea for bad posture; it also requires supervision and frequent rests.

Lighting of schools should be such that the light comes over the left shoulder, not straight behind or in front.

If these points were attended to "fatigue scoliosis," which is the usual form, would be greatly lessened.

On every school board there should be a medical officer to be consulted on these points of school hygiene, and who would examine carefully all cases of dull or weak children. In cases of incipient scoliosis or other deformity, teachers should be informed, and surroundings of pupil examined for misfit desks or bad light, and, if necessary, parents informed. Treatment should not be undertaken in school. Prevention is the only way, and the gymnastic instructor has not time, nor sometimes knowledge, to treat these deformities. His work should be general exercise only, and deformities left for the specialist.

Abstract of Address delivered before Physical Education Dept., N. E. A., July 11, 1898.

Province of Art in the High School.

By Miss Roda E. Selleck, High School, Indianapolis, Ind.

The making of ornament, sculpture, and painting are ideal arts which inspire men to greater efforts. The same principles and aspirations, if applied to the search for the necessities of life, would so elevate the standards of manufactured articles that every industry would become an art.

The province of art in the high school involves the spontaneous work of the elementary grades, and to help the pupil to see in this study a world of relationship that can be immediately applied.

To reach this result, his training must include the study of nature, the study of the human figure, the study of the works of man, the history of his achievements, and, above all, to lead him to measure his culture and spiritual activities by the change in his attitude toward the true and the good.

The pupil is now at the stage when the mere grammar of drawing may be emphasized, and the outline and shading in whatever medium used, whether pencil or charcoal or color, may put the pupil in full sympathy with his study, and be a means of recording impressions and of expressing ideas.

The study of the human figure has become one of the strongest features of the high-school work, and the drawing from nature as a means of learning what to see and how to see.

The decorative has its most important place for the development of the pupil's creative powers and a knowledge of the utilitarian phase of the work. The union of the fine and the decorative arts will, to a great extent, shape the history of our times, and be one of the chief means toward solving the economic problem of making labor interesting and the workman proud of his production.

The union of art and literature leads into the province of aesthetics, and there, with his religion and philosophy, leads man to search for knowledge of the highest aspirations of the human soul.

By giving the pupil access to the seeing of good pictures, good pieces of sculpture, access to a good library and museum, we appeal to the emotions of the pupils for beauty so pregnant, at this age, and by making him feel that in the atmosphere of all our efforts there is inspiration for refinement and true culture, we shall give to the future a larger and stronger humanity, capable of living a nobler and happier life.

Abstract of Address delivered before Art Dept., N. E. A., July 11, 1898.

The Teaching of Drawing:

Educational Principles which Govern It.

By M. V. O'Shea, University of Wisconsin, Madison.

In the discussion of the teaching of drawing careful distinction should be made between the means of expression and the thing to be expressed. Drawing, like language, has a mechanical, as well as a content or spiritual, side. The failure to make this distinction in discussing drawing has led to a vast amount of confusion.

In the first place, the logical or formal arrangement of the facts or principles of any branch of instruction is not, ordinarily, if ever, the proper teaching order, an excellent illustration of which is afforded in the case of reading.

The recognition of this important educational law in the teaching of drawing suggests that a formal arrangement of topics, beginning with the most simple structurally, as the drawing of lines or reproducing flat copy, is not the best method of procedure; that which is nearest to the child should constitute the point of departure.

The second educational law of universal validity is this: The mechanical or formal part of any study may be best gained in immediate connection with the content of that study. This principle is based upon the intimate relationship between motor and ideational centers in the brain.

Still a third educational principle is equally important with the others; the mind of the child at first apprehends things in its environment as wholes, with the quality of use predominating; and it comes only slowly to regard objects as composed of distinct parts, which contribute in different ways to the unity and function of the whole. In reading, he grasps the word as a whole, being for the greater part unconscious of the discrete form elements of which it is composed. So in writing, and so it should be in drawing.

The particular difficulty which the child has in drawing is due to his inability to see for purposes of representation. He has employed his sight so long in getting taste knowledge of objects and touch knowledge and other knowledges, that when he enters school he is unable to get sight knowledge in and for itself, which is the primary requisite in drawing. Teaching

the child to see flat copy is of little value, since form divorced from concrete objects is simply a separate and distinct form. No matter how skilfully he could represent flat copy, he would not be aided thereby in seeing the actual object when it was before him. The use of type forms is far more valuable; but drawing directly from nature, under the guidance of skilful teaching, is the most profitable way in which to learn to draw.

Abstract of Address delivered before Art Dept., N. E. A., July 8, 1898.

Library and Art Education.

By W. M. R. French, Art Institute, Chicago, Chairman.

Under the term art education are included both instruction in the practice of drawing, painting, sculpture, etc., and the higher culture of the artist. Art education may conveniently be regarded under the three aspects of practice, theory, and history, of which the first is predominant—practice may go far without many books; theory and history must depend much upon them.

The case is different as between special art institutions and art departments in schools of general instruction.

In art institutions:

The library is manifestly essential to the study of architecture and decorative design, as the reservoir of the material of these arts.

In the study of drawing and painting, such specialties as artistic anatomy, perspective, composition, the construction of the human figure, etc., depend much upon books.

Collections of reproductions of works of masters, both finished work and sketches, are proper to a library, and are invaluable in the study of pictorial composition—nor can the history of art be profitably studied without them.

The published discussions of masters of painting and sculpture upon the practice of their arts, theoretical treatises on color, composition, and aesthetics, histories and biographies of artists, critical essays upon works of art, even dictionaries and glossaries, have their place in the liberal art education.

One of the most important elements in an art library is the presence of an intelligent librarian.

Report of Committee on their Relation, delivered to Art Dept., N. E. A., July 8, 1898.

Individual Singing.

By C. H. Congdon, Supervisor of Music, St. Paul, Minn.

Without a correct conception of the relative pitch of sounds, sight singing is out of the question, and ear singing must necessarily predominate. Many teachers think their work is satisfactory because a few pupils with strong voices lead, and the rest follow. An examination often reveals the fact that a great majority of children sing by ear, and would get along about as well if they had nothing to look at but the words. When concert singing is done exclusively, only the natural leaders acquire the ability to read.

The first necessary condition for individual singing is perfect discipline. Each pupil should stand ready to respond instantly to the call of the teacher; he should be willing to at least try to sound the key-note, and to do as much more as possible. At first, the pupils will laugh at slight mistakes; but in a short time this will wear away and individual recitations in music will be regarded as a part of the daily work.

Through the practice of writing music by dictation we have found a speedy way of reaching the individual. The value of written work as an aid to the memory should not be overlooked. Children will acquire a more definite knowledge of the staff notation by the practice of copying music and writing it by dictation. Scales, signatures, intervals, etc., will thus become indelibly fixed in the mind. The songs can be preserved for future use, and the work will thus serve a two-fold purpose.

A plan must now be devised for individual tone drill that will not exhaust the time at our command, and thus leave no room for the study of songs.

As far as possible, teachers should make the following observations, and keep a careful record of them:

- (1) To what extent is the co-existence of the number sense and the tone sense found in children?
- (2) Do pupils who think tones readily, catch melodies with equal facility, and vice versa?
- (3) After the pitch is sounded, how many pupils can start a familiar tune without further aid or suggestion?
- (4) Take a list of pupils who are prompt and alert during the physical exercises, and see whether or not this list coincides with any of the above classifications.

Abstract of Address delivered before Music Dept., N. E. A., July 8, 1898.

Secondary English Training:

Main Principles.

By Samuel Thurber, Girls' High School, Boston, Mass.

No teacher can copy a model of method devised by another person. Prescribed schemes of work are harmful, because they tempt to imitation. Only in aims and principles is unity desirable.

College requirements create unreal needs, and must be neglected in a true methodic of English.

All attempts to enlarge the youth's command of language must proceed on the principle, that language is acquired only by absorption simultaneously with the acquisition of ideas. Language does not exist, and cannot be taught, for its own sake. Manuals of composition are useless. Both the child and the youth absorb new speech from their environment, and absorb it with a freedom and a rapidity proportioned to the stimulating quality of this environment.

The mistake of the school people is in supposing they can teach expression directly, by analyzing it into its elements, and then teaching the elements in succession. The teacher's instinct is to level the mother tongue as a school discipline, under the same rules of procedure that are applied to other subjects. But language must be learned unconsciously, and must be taught by teaching something else. Grammar and rhetoric are not, to youth, interesting subjects; their formulas may be committed to memory, but can yield no return in speech culture. Faithful study of a book of rhetoric prepares for examination, but not for writing English.

Rhetoric is to be taught in the spirit of a wise opportunism. The young writer's own obscurity, feebleness, and awkwardness furnish the occasions for inculcating clearness, force, and elegance. To isolate, as scientific doctrine, a discussion of errors and lapses in speech, and to make of this discussion an independent discipline, is to do wrong to nature. Rhetoric is of no avail, except in application, and the application must be to the learner's own English.

The study which furnishes the great opportunities for teaching language is literature; but only through the literature which interests will language be learned. Literature, supposing it well chosen, will be made interesting chiefly by being well read. The language-sense is reached and touched through the voice. The English teacher must positively have considerable acquaintance with literature, must know an abundance of good pieces, and must be able to commend them by his reading. When the learner's attention is caught by a piece of literature, he hears it effectually, and while he takes in the story, he also takes in the language.

The chief obstacle to making literature in school interesting lies in our devotion to the custom of examination. No one reads with pleasure who anticipates being confronted by an examiner with questions meant to probe his knowledge of what he has read. Examinationism is a disease just now having a great run in our education. Other school subjects may endure examination and cram, but literature cannot. The literature teacher should see to it that his class profits by every moment, as the moments pass. In this subject, a postponed test of remembered matter has no proper function whatever.

Delivered before Secondary Education Dept., N.E.A., July 8, 1898.

Composition in Secondary Schools.

What are the Essentials?

By C. C. Thach, State Polytechnic Institute, Auburn, Ala.

Until very recently two distinct efforts have been pursued in the effort to impart a good English style; the translation of the classics, and the teaching of grammar and rhetoric. The main defect of the former method is, that the pupil is confronted with a two-fold difficulty: he is attempting to interpret a language of which he knows little into another language of which he knows only a trifle more. The result often is an English that never was on sea or land.

The study of grammar is excellent disciplinary work, but philosophizing about language is not learning the ready use of the language itself. What is needed in teaching composition is less psychology and more practice; more of the method of the gymnasium, of the studio, and the laboratory. As one learns to walk by walking, to dance by dancing, so one must learn to write by writing. The incidental method of the written recitation will doubtless grow in favor, and will be the solution of the English problem.

The principal aim of secondary school work in composition should be to develop fluency of expression; to teach the pupil to write as he talks. Fluency secured, criticism of technique should become more rigid. The gospel of thoroughness should obtain in regard to spelling, punctuation, and capitals. The pupil should not be confused with a multitude of nice details that are mooted points, even with critics. Only the mechanical and intellectual elements of style should be attempted. Much attention should be given to the paragraph. Though the Committee of Ten recommends to the contrary, the study of words should be pursued as a separate study. The pupil should be habituated to the use of the dictionary. It is not etymology, or the discovery of words, or their inflection and composition as ends in themselves for which we should care, but rather as a means for developing in the young student's mind an abiding, joyous sense of the delicate shades, the phantomlike suggestiveness, the haunting melody of words.

Especially pains should be taken to cultivate a distaste for the use of grandiloquent language,—“the devouring element”—for “fire,” etc.

The principles of structure and the making of outlines can be best studied in concrete examples of literature. If genuine good is to result to the pupil's English from the course in literature, the teachers of secondary English must adopt more the methods of their co-workers in Latin, Greek, French, and German; there must be less of vague appreciations of æsthetics, and more close work on language and form.

Abstract of an address to the N. E. A., General Session, July.

Business Education in the High School

By Prof. E. R. Johnson, University of Pennsylvania.

A discussion of business education in the high school involves the consideration of two questions: (1) Ought there to be included in high-school education courses of study spe-



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cially adapted to prospective business men; and (2) if this is desirable, what should be the nature and scope of such courses of study?

The classical and scientific courses of our existing high schools are not giving the young man what he needs; and in

consequence but few young men, intending to enter business, take the high-school work.

The experience of foreign countries is on the side of business education in the high school. Germany has fifty-five commercial schools of the rank of high schools.

Such education should aim not so much to teach the art or technology of business as to give the students a liberal education in the affairs of business. The social sciences should constitute the core of instruction—economics—the science of business affairs and political science, the science of civic society. English and accounting should be required. The languages, the sciences, etc., should be made elective, and as wide a range of selection as possible should be given the pupil, in order that he may be able to adapt his education to his vocational needs.

Separate commercial or business high schools should be established. Commercial courses connected with literary high schools have not proven satisfactory in other countries. New York city proposes to make one of her four high schools a separate commercial high school.

Business education should be given a definite place in public secondary education; secondary education will not suffice for the prospective business man; he needs higher education as much as the prospective professional man. Higher education for business men has made more progress in the United States than has secondary business education. The Wharton School of Finance and Economy of the University of Pennsylvania has been in successful operation for sixteen years. The Chicago university and the University of California will each inaugurate a college of commerce this autumn, and the University of Missouri will open such a college as soon as the state appropriates the necessary funds.

Abstract of Address delivered before Business Dept., N. E. A., July 8, 1898.

Administration of a National Bank.

By Geo. M. Coffin, Deputy Comptroller, Treasury Department, Washington, D. C.

A national bank is organized under a charter granted by the general government, authorizing it to issue currency secured by the U. S. bonds, to receive deposits, to loan money on personal security, to buy and sell exchange, and do other business incidental to commercial banking.

Its affairs must be managed by not less than five directors, elected by the shareholders. One of their most important duties is to supervise the loaning of the bank's funds at interest, this being the chief source of profit. They must also supervise the general management of the bank's business through its officers and clerks, appointed by them. The chief officers are president, vice-president, and cashier; the subordinate employees are usually receiving teller, who receives deposits, the individual bookkeeper, who keeps accounts of depositors in the individual ledger, the paying teller, who pays depositors' checks, the exchange clerk, who buys and sells exchange, the discount clerk, who keeps the record of the loans and discounts, and the general bookkeeper, who keeps the ledger with accounts, showing the resources and liabilities of the bank.

An important duty of directors is by examinations made frequently and unexpectedly, to satisfy themselves that the employees of the bank are performing their duties honestly and accurately. To perform this duty thoroughly, they need the services of an expert bank accountant, who should be trained in the different departments of bank work and bookkeeping, and should have the ability to examine into every branch of bank work and be able to detect any dishonest acts on the part of employees perpetrated by falsifying the books and accounts, or otherwise.

In examining the affairs of the bank, the cash must be carefully counted, all loans and discounts inspected to guard against forged signatures on same, the depositors' pass-books compared with their accounts on the individual ledger, and the totals of cash, loans, and discounts actually on hand, and the total of deposits shown by individual ledger compared with the balances of these accounts on the general ledger, so that the figures in the banks' statement of resources and liabilities will represent the true and actual condition of its affairs.

Abstract of Address delivered before Business Dept., N. E. A., July 12, 1898.

Relation of Libraries to Schools.

By S. S. Greene, Free Public Library, Worcester, Mass.

Both teachers and scholars can do better work if they have free access to books needed in preparation for school exercises; such access will make the remarks of teachers more instructive and entertaining, and the studies of pupils more interesting and profitable.

Teachers have many chances of awakening interests which may be satisfied by giving scholars books obtained from libraries and of increasing thoroughness of reading by occasionally examining them regarding the contents of interesting library books read by them.

The taste of children for good reading will be cultivated, if in all grades of schools they are allowed to rummage among little, well-selected collections of books obtained from libraries, and take home such as they like.

Older members of families find great pleasure in reading the good books carried home from school by children.

It is very useful for teachers and scholars to form the habit of going to libraries to get answers to questions, to get material for compositions and debates, and to make investigations, large and small.

Such kinds of work in which teachers have availed themselves largely of the facilities of libraries have been done for twenty-five years. The free public library of Worcester, Mass., was a pioneer in building up systematically a close and constant connection between libraries and schools. Such a connection now exists in a great number of places throughout large portions of the country.

It is interesting to notice that a large use of pictures is being made in doing this kind of work.

Delivered before Library Dept., N. E. A., July 11, 1898.

The Partially Deaf:

Some Facts Regarding Them.

By Lillie Eginton Warren, New York.

Among school children and young adults, in this country and in Europe, deafness is increasing. There are many degrees of hearing. Some persons within a somewhat short range can hear perfectly high and low sounds; others can distinguish metallic sounds well, but are baffled by spoken words; some persons can readily perceive low sounds, but are totally deaf to high ones, and many individuals can hear high sounds, but not low ones.

A child who has not heard well since babyhood may be, for some length of time, unaware that his hearing is defective. Such children frequently possess slow conduction of sound, and in consequence appear more or less dull, and even stupid. On all occasions the act of hearing requires time; if that time is lengthened, there is a perceptible pause before any answer is made. The pause is due to the slowness of hearing, and the reply may indicate perfect understanding of the subject after the question has finally reached the mind. The deaf child, whose powers of conduction of sound are not slow, will manifest more curiosity and activity.

Peculiarities of speech frequently accompany the deafness of childhood. One who fails to perceive high sounds may be defective in the sibilants of our language, while the child who is deaf to low sounds will be unable to appreciate the niceties of the short vowels.

Few persons realize the loneliness of the deaf. Every pupil who suffers from defective hearing should have a desk as near as possible to the teacher. Even under such favorable circumstances, the instructor should bear in mind the fact that the pupil is obliged to make a special effort to understand him, and therefore should not be expected to hear every word that is said. To the deaf person, the effort of listening is a strain, and when it is added to the work of a student, or, indeed, to any condition of adult life, it is more or less exhausting.

In the same individual variations in hearing may result from the condition of the atmosphere, the acoustic properties of the room, or disturbances of the general health. In most cases the disease of the ear is progressive, and in consequence the deafness increases.

All deaf children and adults can derive excellent help from knowledge of the art of lip reading, or what I prefer to name expression reading. The ability to understand spoken language by reading the movements of the facial muscles relieves the severe strain of listening, removes the feeling of isolation, and puts the deaf one in touch with the world.

Abstract of Address delivered before Deaf and Blind Dept., N. E. A., July 12, 1898.

The School Journal.

NEW YORK AND CHICAGO.

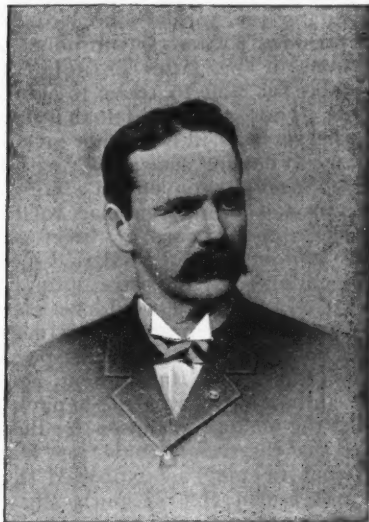
WEEK ENDING JULY 16, 1898.

National Educational Association.

THIRTY-SEVENTH ANNUAL MEETING, HELD AT WASHINGTON, D. C., JULY 6-12.

The Washington convention of the N. E. A. was a splendid success, in spite of the poor attendance at general meetings and department sessions. It is estimated that about fifteen thousand teachers took advantage of the cheap railroad rates to visit the nation's capital. Less than one-fifth of these travelers attended any meetings whatever. To be sure, the opening session in the large Convention Hall attracted nearly six thousand people, still over one-half of these were residents of Washington, curious to hear and see the great lights, local and visiting, whom the newspapers had advertised and also to enjoy the music by the Marine band. Excepting the opening and closing

delightful and profitable to the many educators who took part in it. Thus the fifteen thousand pilgrims gathered instruction, more comprehensive understanding of the workings of our government, a deeper insight into the meaning of our democratic institu-

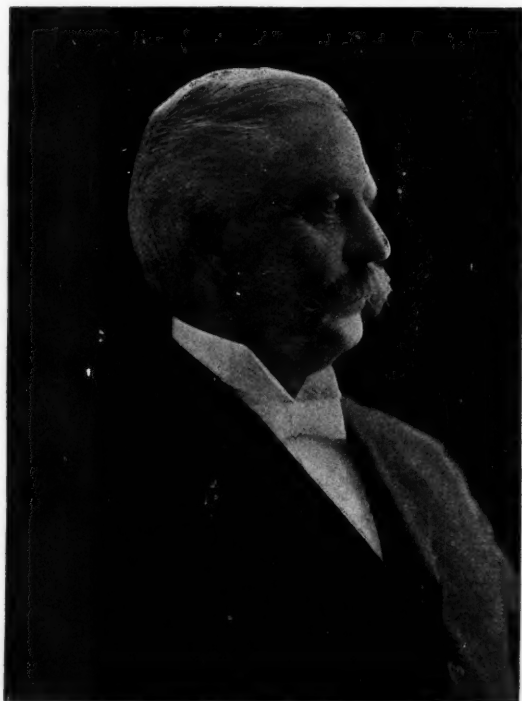


E. Oram Lyte, State Normal School, Millersville, Pa. Elected President of the National Educational Association, 1898-99.

tions, and patriotic inspiration to take home with them, and thousands of school-rooms will do more efficient work as nurseries of American citizenship. No matter if only a handful of people could be collected to listen to set papers and addresses. It was well that in this time of great international struggle, when the foundation principles of the republic are severely tested, so many educators should have been gathered at the national capital.

A PERMANENT SECRETARY.

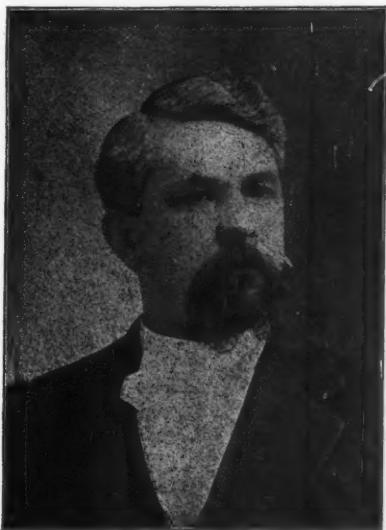
The most important business transacted by the N. E. A. was a change of the constitution providing for the employment by the board of trustees of a salaried secretary. The work of the association has grown so enormously in recent years that this step had become absolutely necessary from a business standpoint.



Prin. Irwin Shepard, State Normal School, Winona, Minn. Secretary of the National Educational Association, 1898-1903.

meetings, not one of the general sessions drew more than five hundred teachers and several of them had no more than two hundred. The Child Study Department, as usual, held the best attended meetings.

Nevertheless the convention must be called a success. It afforded the teachers of the country the rare opportunity of seeing all departments of our great national government in operation. The wonderful Congressional Library was admired by thousands. Mt. Vernon, Arlington, Alexandria, and other beautiful spots in and around Washington, places crowded with historic interest, were thronged. The field day of the Geographical Society at Cabin John's proved



Prin. A. R. Taylor, State Normal School, Emporia, Kan. Elected President of the National Council of Education, 1898-99.

Secretary Shepard and Treasurer McNeill have given their services practically free thus far and both have proved invaluable officers, saving the association several thousand dollars. Mr. Shepard's duties have been particularly onerous. The increasing responsibility connected with his office has required of him during the past two years every moment of the time not consumed by the normal school of Winona, of which he is president. Since the introduction of continuous sessions in this latter institution, it has become impossible for him to retain the burden of the secretaryship. The association felt that it would lose Mr. Shepard's services if it did not give him relief. His experience in dealing successfully with large railroad corporations and convention affairs generally have made him too valuable a man to do without. Hence the action of the board of directors in recommending the appointment of a salaried secretary was unanimously endorsed by the association, it being understood that Mr. Shepard would be elected. Mr. Nicholas Murray Butler brought this matter before the business meeting in a powerful speech, setting forth clearly the justice and urgent need of such action, and intimating that Mr. Shepard would undoubtedly be the man to be chosen for the place.

It was well that this should come from Mr. Butler, as some suspicious people had expressed the fear that Mr. E. H. Cook, a man who is regarded by all as undesirable for the position, would be his candidate. The closest friends of Mr. Butler say that he never once since his election as president of the N. E. A. had any other candidate than Mr. Shepard, and that his delay in pushing this matter was due principally to the fact that it seemed doubtful whether Mr. Shepard would accept.

GENERAL SESSIONS.

The powers which prepared the programs for the general sessions, must have anticipated that the teachers would take more interest in sight-seeing than in papers and addresses. With three or four exceptions, these bills of fare offered nothing to make educators feel that they must be present. The address by Josiah Royce, of Harvard, on "The Social Basis of Conscience," was generally considered the *pièce de resistance*.

A very humorous incident of the general session, presided over by State Supt. Stetson, of Maine, was a resolution presented by Dr. Mary E. Walker, in male attire. Mr. Stetson was taken by surprise. Dr. Mary assured him three times of her name. Still Mr. Stetson would take no chances. His eyes convinced him that before him were the trousers and Prince Albert of a man, and he announced hesitatingly, "Dr. Walker, of Washington." The resolution was a piece of ardent nonsense, referring to the susceptibility of women and "scientific" dress. It was shelved on the committee on resolutions.

Patriotism ran high wherever educators were gathered. Nearly every speaker at the general sessions managed to bring in the the war with Spain. One prominent educator, who regretted that the program had no central thought and seemed to be a hodge-podge of talks, was informed that the central text was "Remember the Maine!" A fine, well-rounded, stirring address of this category was that by Pres B. L. Whitman, of Columbian university at Washington. It was delivered at the opening session. This same session will be remembered as one at which a speaker was permitted to put to the blush all professional dignity and decorum by a thundering stamp speech of the regulation kind. It would seem that the committee in charge of this session should have been more careful. The fact that a man is assistant secretary of the interior cannot be accepted as a guarantee that he is fit to address a great association of serious educators.

The president of the association, Supt. James M. Greenwood, occupied the chair on only two occasions. Like most other educators in attendance at Washington, the therapeutic qualities of the Potomac water proved too much for him and he was compelled to take to his bed for a few days. Everybody likes Mr. Greenwood. He is the king of good fellows, and uses neither tobacco nor alcoholics at that. The honor of the presidency of the N. E. A. was well deserved in his case. His services as treasurer were worthy of such recognition.

The new president for the year 1898-99 is Prin. E. Oram Lyte of Pennsylvania, a gentleman in the best sense of the word. Mr. Lyte has been one of the most faithful attendants at N. E. A. meetings, having been present regularly for nearly fifteen years. He has been engaged in educational work for over thirty years, eleven as principal of the first Pennsylvania state normal school, at Millersville.

THE EXHIBIT.

The educational exhibit was the finest ever prepared. Unfortunately the building containing it was unfinished and not known to the people of Washington. Visitors who asked for the Hall of the Ancients were assured that there was no such thing unless they referred to the United States Senate. A special article will be given to the exhibit in a later number.



Pres. E. Benjamin Andrews, of Brown University, Elected Superintendent of Chicago Schools, July 13, over Supt. Albert G. Lane, by a vote of 13 to 6.

THE SCHOOL JOURNAL is published fifty times a year. As there are fifty-three Saturdays in 1898, three numbers will be omitted, no papers being issued July 30, August 6, and August 13.

N. Y. State Teachers' Association.

Rochester, N. Y.—The annual meeting of the New York State Teachers' Association brought about 2,000 teachers to Rochester. Elaborate preparations had been made by the Rochester teachers for the entertainment of the visiting delegates. On the evening of July 5, the greetings of the city and teachers were extended to the visitors in the Central church. Mayor Warner, in welcoming the teachers in behalf of the city, spoke of the growth of Rochester's school system. He said: "At the time of the organization of the present system (1841) there were fifteen districts, fifteen schools, twenty-seven hundred pupils in attendance, and sixty teachers. The yearly cost of the schools was then less than \$13,000.

"Our city system now embraces forty-six organizations, an enrollment of 20,300 pupils, and a force of 720 instructors. We have one high school, eighteen full grammar schools, and twenty-seven schools having less than nine grades. There are seventeen kindergartens connected with our schools, having now an attendance of 2,500 pupils.

"The cost of maintaining this system reaches nearly five hundred thousand dollars annually. Our teachers are licensed under state regulations, and are employed by the board of education during its pleasure."

Pres. James Lee, in responding, said, among other things:

"In going over the bill of the commissioners of statutory revision, presented to the last legislature, I was struck with an important departure from our present system, and one which seems to me to tend toward paternalism. I was reminded of Lycurgus, whose principle was, that children belonged to the state, rather than to their parents. Lycurgus demanded the child at 7 years of age, and mainly on the ground that his physical progress should be directed by the state. You all know what that meant. This bill compels attendance at school at 6 years. It is now 8 years. Though it did pass its first reading, the issue is a live one, and every teacher in the state should give the matter close and earnest study.

"It may be that some of our wise educators believe, that as the laws of the stern lawgiver lasted five hundred years under his system of education, we may make ours last as long by reducing the compulsory age of attendance from 8 to 6 years. I believe the methods and ideas of Lycurgus are impracticable to-day, although I appreciate that whatever glory, whatever strength, whatever merit, whatever there is to admire in the Spartans, was entirely due to their system of education."

Supt. Milton Noyes, of Rochester, spoke for the teachers of the city. In closing, he said:

"Our schools will never discharge the duties which the interests of society impose upon them until they stimulate a love of good literature. Pupils should be impressed with the difference between valuable books and trashy publications. Their taste for reading is acquired before judgment has sufficiently matured to enable them to make proper selections. They do not distinguish between sensational and instructive reading.

"It is a crime against childhood to permit the circulation of what Frederick Harrison designates 'the poisonous exhalations of literary garbage.' There is no excuse for its existence with the English language, rich in gems of enduring splendor; with magnificent word paintings by standard authors; with inspiring travels; with the best products of the brightest minds of all times."

State Supt. Skinner said, in part:

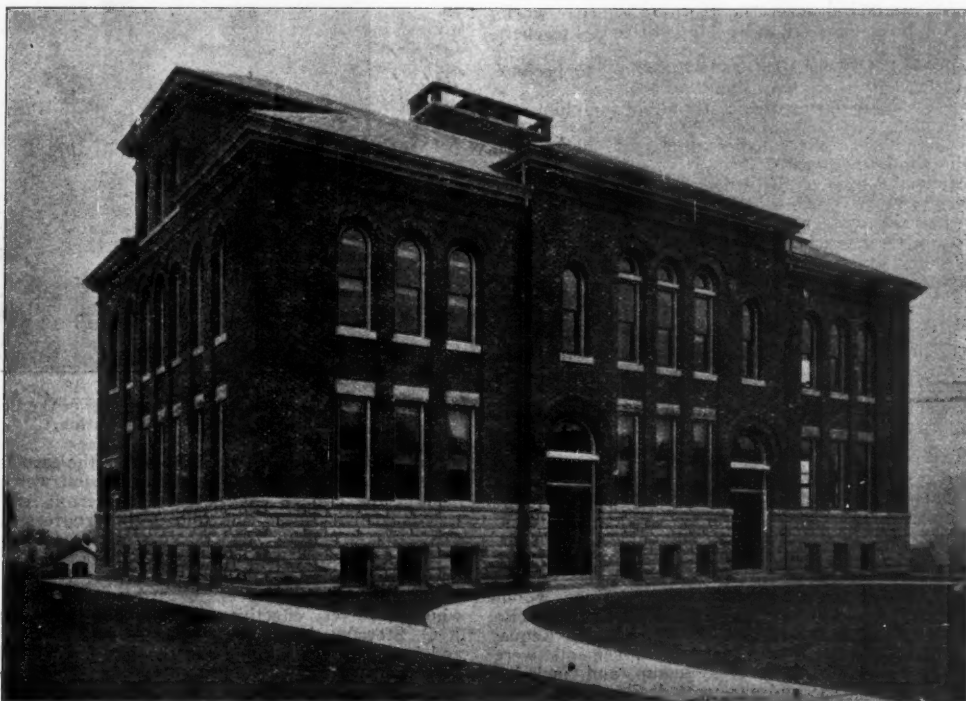
"Two years ago the professional life of a teacher in the state, outside of cities, was four years; to-day it is five years, showing an increase of 25 per cent. In cities, the professional life of a teacher is eleven years, and little change occurs from year to year. The increase in the country is due to the higher professional spirit and to the beneficent working of the system of examinations in force. The exceedingly small per cent. of candidates who attempt to secure certificates irregularly speaks volumes for its efficiency. The department has, in the majority of cases, been able to detect frauds upon the system, because honest, thoughtful teachers, realizing the danger to the system from dishonest practices, have unhesitatingly made the department acquainted with wrong conditions, and in other ways have loyally co-operated to remove any question as to the legitimate value of a certificate when issued. Realizing that examinations are means, rather than ends, the coming year will see the number of examinations in the state reduced to four, and with a purpose of encouraging teachers to raise the standard of their scholarship and to relieve them from the anxiety and strain caused by recurring examinations, a merit list will be established, which will provide that all candidates shall be exempt from re-examination in all subjects in which they have obtained a standing of 90 per cent. or more.

"Teachers should have greater liberty with courses of study and greater independence with pupils themselves. They should be given more freedom and independence, and should not so often be required to add to their regular work the dismal grind of examinations. Moreover, all who educate should remember that it is only that which we can use of what we learn that makes education useful, as it is not what we eat that makes us strong, but what we digest and assimilate."

WEDNESDAY.

The Wednesday morning session was called to order at 9:30 by Pres. James Lee. Pres. William McAndrew, of the Pratt Institute high school of Brooklyn, read a paper on "Theories of Salaries." He argued for higher salaries, and showed how they marked a progressive town or city. The paper evoked lively discussion, in the course of which Gov. Black was soundly scored for his veto of the Aherne bill. The discussion culminated in the appointment of a committee, headed by Dr. McAndrews, to formulate a plan of action for obtaining better salaries.

Inasmuch as Mrs. William T. Sampson was, at one time, a New York state teacher, the convention sent her a telegram of congratulation for the wonderful victory won off Santiago by the fleet under the command of her husband. At the election of officers, Supt. Milton Noyes of Rochester, was nominated for president of the association, and the secretary cast one



St. John Avenue School, Binghamton, N. Y. R. H. Halsey, Superintendent.

ballot for him. B. Vight, of New York, was elected secretary, and S. M. Smith, of Chatham, treasurer.

The principal address of Thursday was by Dr. Edgar Dubs Shimer, of New York city, on "The Attitude of Teachers Toward Child Study." He said:

"Our Empire state has been the first to take up child study as one of the departments of public instruction. I am anxious to have you answer for yourselves these questions: First, do I know what has been done? Second, have I in any way identified myself with the movement? Third, if not, why not?"

"You may not have the time or the energy, or see any use in trying to do any strictly and exhaustively scientific work, but if you are a teacher you cannot fail to study the child after your own fashion, if for none other than utilitarian purposes. You ought to know what has been done by others, and to try to apply it."

"Why not let your aim be pedagogical, and become yourself alive to the subject and interested in recording every original investigation, if only for your own eye? You will find yourself growing systematic. The habit of observing will be formed. Your records will vitalize your action. You will zig-zag into power and become a reader of symptoms, in so far scientific, because thus you can provide in your own quiet way."

"Every true teacher is, by the very nature of the case, a student of children. He cannot escape the necessity. What this association wants is, the earnest, honest, united effort of all its members to make "child study," the so-called science, something worthy of its name in the eyes of all men. Each one of us can well afford to do what lies in his power toward such a consummation. Every effort may, for a time, be futile, but without effort no result can be attained. Even a blind pig occasionally finds an acorn. There is no knowing what we may not find, if we but persevere in the search. It is the end that crowns the work."

Dr. Joseph S. Taylor, principal of public school 19, New York city, in discussing the address, called attention to the fact that all the sciences began in speculation, and only recently became definite and limited to verifiable knowledge. Psychology has followed the trend of other sciences, but retained its speculative character much longer than some others. It has, in part, hardly yet emerged from its philosophic condition.

Modern science insists that the investigator be unbiased, and that he ascertain his past by scientific methods. Child study is, so far as the science of education is concerned, either scientific or it is nothing. But the average teacher, even college graduates, is not trained in scientific methods; therefore, we cannot expect the class teacher to do very much child study that has scientific value. In this line of work, the charlatan has been very conspicuous. His method of work is to take the investigator's facts, shake them up in the kaleidoscope of a vigorous imagination, and thus secure a picturesque display of knowledge destined to captivate the crowd. The speaker cited the case of Prof. Donaldson's book, "The Growth of a Brain." The author himself would not risk his reputation by making the extravagant statement that others have made on the basis of his results.

Dr. Taylor is of the opinion that child study may be useful to a teacher, even if it have no scientific value by putting him into the sympathetic attitude necessary for the most effective work.

In conclusion, he enumerated these things that class teachers can do in child study:

1. They can read the best child-study literature, to become acquainted with what others have done.
2. They must have the sympathetic attitude of the child student.
3. They may put themselves under an expert, and gather facts, allowing him to interpret them.
4. They can make tests of the senses, so as to seat pupils advantageously with reference to defects of sight and hearing.
5. No poor teacher is to use child study as a cloak to hide his deficiencies. First, learn to teach.
6. Do not expect miraculous light from child study that will take the place of common sense.

THURSDAY.

The next morning, many of the delegates made a trip to Niagara Falls, visiting the state fish hatcheries at Caledonia on the way. On Wednesday, about 1,000 of the teachers took trolley rides to Charlotte and other lake resorts. In the afternoon, many went to the beach, and a lunch was served in the auditorium.

THE SCHOOL EXHIBIT.

One of the most interesting features of the convention was the exhibit of school work. This came from all over the country, and occupied three entire floors of the academy building. The New York city exhibit was especially fine. It was divided into four sections. The kindergarten section was under the supervision of Dr. Jenny B. Merrill. The manual-training section, under Dr. Haney, included drawings, designs, wood-work, clay modeling, and the like. The physical-exercise section was under the supervision of Dr. M. Augusta Requa. Bromide prints of the various gymnastic movements were shown. Sewing was shown by Mrs. Jessup, and included plain and fancy needlework, and garments designed and made by children under fifteen years of age.

Many interesting and instructive papers were read in the

various sections of the convention. These covered the subjects of "Music," "Primary Work," "Kindergarten," "Manual Training," "Nature Study," "Principals' Work," "High Schools," "Normal Schools," "Reading and Oral Expression," "Grammar Schools," and "Child Study."

Pennsylvania State Teachers' Association.

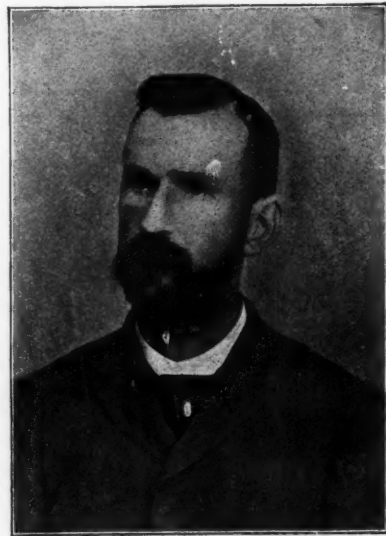
Bellefonte, Pa.—The forty-third annual convention of the State Teachers' Association came to order in the court-house at 10 A. M., July 5. Gen. James A. Beaver made an address of welcome and Hon. John M. Passmore, of Philadelphia, responded for the association, speaking on the excellent work now being done in the high schools and academies.

The afternoon session was opened by Pres. M. G. Brumbaugh, of the University of Pennsylvania. Supt. Herbert S. Putnam, of Bradford county, read the first paper, on "Our Rural Schools; Their Past and Future." He urged that a uniform course of study be adopted in the rural schools. Each town should have a high school, and teachers should not be changed so frequently. Prin. Waller, of the state normal school at Indiana, in discussing the paper, argued for more schools and longer terms. New York's rural school term is eight months, New Jersey's, nine months, Maryland's, ten months, and Ohio's, eight months, while in one-third of Pennsylvania rural districts they give only six months; in another third, only seven months. The association should champion a reform. Tuesday evening Pres. Brumbaugh delivered his annual address, on "An Educational Struggle in Colonial Pennsylvania."

WEDNESDAY.

The next morning, Prin. J. P. McCaskey, of Lancaster, read a paper on "Memory Work in Literature." He urged that a child be brought in contact with the best literature until he is fifteen, when he will choose the best voluntarily. The teaching of literature should be methodical and constant. The paper was discussed by Supt. Mackey, of Reading.

State Supt. Nathan C. Schaeffer spoke on "The Use and Abuse of Memory." He continued the plea for good literature. He said he had often heard the duty to remember discussed, but never the duty to forget. The wicked jest or vulgar story cling to the memory, and we should strive to forget them. Hold the resolution steadily on better things, and the wicked will fade. If we treat the things that should be forgotten as unwelcome guests they will soon leave. If we act as if they were welcome, they will come again.



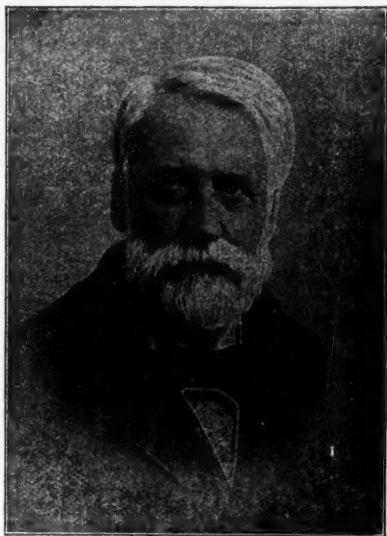
David L. Keck, Kutztown, Pa. Treasurer of the Pennsylvania State Teachers' Association.

Gen. Beaver extended an invitation to the association to visit the state college, and the afternoon session was consequently held in the college chapel. Pres. Atherton, of the college, welcomed the visitors, and told of the progress of the college work.

Prof. George E. Little, of Washington, D. C., gave a talk on "Drawing; How Much and What Kind in the Public Schools?" He used a blackboard to illustrate his points, which were very effective. After an impromptu talk by Hon. J. Q. Stewart, the visitors were escorted around the college, and later enjoyed a supper in the big armory. The teachers then returned to Bellefonte by train, and held an evening session in the court-house. Dr. Atherton addressed them on "Public Education Under a Republican System of Government."

THURSDAY.

After some routine business, Thursday's work was opened with a paper by Prin. W. W. Klechner, of the Williamsport high school, on "The True Function of the High School in the Public-School System." He said that the high school by no means exists solely as a preparation for college. It prepares for business and the struggle of life. It breaks down the barriers of wealth and makes an aristocracy of education. Rev. T. P. Stevenson, of Wymwood, advocated the teaching of true



J. P. McCaskey, re-elected Secretary of the Pennsylvania State Teachers' Association.

Christianity in the schools, and Prof. Wm. L. Tomlins, of Chicago, made a strong plea for music education.

Kindergarten work claimed much of the time in the afternoon session. Miss Georgia Allison, of Pittsburg, Miss L. P. Wilson, of Altoona, Miss Elizabeth Lloyd, of Berks county, and Miss Fannie D. Carnefix, of Roanoke, Va., discussed various phases of the subject.

The officers of the association for the ensuing year are: President, Supt. E. Mackey, of Reading; vice-presidents, Wm. H. Slaughter, of Bucks county, Miss Anna Bodle, of Butler, and Supt. C. L. Gramley, of Center; secretary, Dr. J. P. McCaskey, of Lancaster; treasurer, Prof. D. S. Keck, of Kutztown.

Teachers of Texas.

Galveston, Texas.—Fully a thousand teachers attended the conventions of the Superintendents' and Principals', and the State Teachers' Association, which opened June 29. Among the papers read before the superintendents and principals was one on "Education," by Dr. John R. Allen. He asserted that the prime object in education was the fitting of the pupil for good citizenship. He put in a strong word for the study of languages, not only the English language, but also other modern languages and the ancient languages. He argued very convincingly that mathematics should also have a prominent place in the scholastic course, and said that while scientific studies are well enough in their way, the study of languages and of mathematics are the best trainers of the mind. Ethics, a high sense of honor, must also be taught, as well as obedience to the law, all of which tend to good citizenship.

Other papers were read by S. M. N. Mars, on the "Independent District in the School System of Texas;" by W. W. Higgins and John E. Sheton, on "Supervision;" by Supt. William Gay and A. E. Hill, on "The Motor Element in Education."

Among the subjects discussed at the meeting of the Teachers' Association were the following: "Maintenance of the Public Schools," Supt. W. H. Kimbrough, Houston; discussion, Hon. J. M. Howell, Dallas; "The Improvement of Texas Public Schools in Sparsely Settled Districts," Judge Emmet Patton, Clay county; Supt. F. M. Conley, McLennan county; "The Office of County Superintendent as It is in Texas," Supt. F. M. Bralley, of Fannin county; Supt. Peyton Irwin, of Johnson county.

A fuller report of this meeting will appear next week.

Ohio State Teachers' Association

Put-in-Bay, Ohio.—An attendance of over 400 delegates marked the annual meeting of the Ohio State Teachers' Association, at Hotel Victory, June 29 to July 1. Those present at the meetings were enthusiastic, and excellent results are sure to follow. The Department of Superintendence met Wednesday morning, and after the inaugural address by Supt. J.

W. Zeller, of Findlay, the subject of rural schools was taken up by Supt. Maxwell, of Marlboro. Supt. Sharkey, of Eaton, opened the discussion. Course of study and grading were discussed by Supt. Frisler, of Hartwell, and Supt. Day, of Galion, and further discussed by Supt. Parker, of Elyria, Canton. Special branches were taken up by Supt. Gunther, Supt. Yant, of Paulding, spoke on high schools, and was followed by Supt. Treat, of Geneva. In the afternoon, Dr. W. O. Thompson, of Oxford, discussed "Social and Civil Ethics," and Prin. Barrett, of Columbus, spoke on "High-School Studies in Grammar Grades."

The committee on necrology gave the names of those members who had died during the year. They were: Hon. L. D. Brown, former state school commissioner; A. C. Deuel, for thirty-five years superintendent at Urbana; Prof. J. P. Patterson, Cleveland; Reuben McMillan, Youngstown; Ex-Supt. Bennett, Franklin; Supt. M. A. Yarnell, Barnesville; Prin. W. V. Rood, Akron; and Miss E. M. Neill, Cleveland.

HIGH SCHOOL SECTION.

The high-school section of the association met Wednesday afternoon, and was called to order by Prin. C. S. Ballou, of the Toledo high school. He said that, on account of the great importance of the subject, it had been deemed advisable to devote the entire time of the session to the discussion of the teaching of English in the high school. He then introduced Mrs. Elvene Curtis Hard, of the Toledo high school, who read a paper on the subject. Mrs. Hard urged that English be studied philosophically. At all times, the instruction should be thoroughly scientific, for on his proficiency in English the education of the student was, in later years, approved or condemned. The objects to be kept before the student's mind should be clearness and conciseness of expression, as well as the cultivation of the beauty of thought and the æsthetic taste. The love of good literature should be inculcated equally with drill in rhetoric.

In the discussion which followed, the teaching of English in the Toledo high school was the chief point. Here English and English literature are studied together, as parts of the same subject, thus giving drill in rhetoric at the same time, with an appreciation of literature. These methods of the school were warmly approved by the meeting.

Prin. Smith, of Findlay, spoke on "Originality of the Pupil." Prin. McVance, of Urbana, led the discussion that followed.

A SURPRISE FOR PRES. CORSON.

In the evening of Wednesday, Hon. O. T. Corson, president of the association, was given a pleasant surprise. About 200 teachers were assembled in the parlors of the hotel, when Mr. Corson was escorted in, while an air of mystery pervaded the assemblage. Then E. W. Wilkinson, of Cincinnati, in behalf



O. T. Corson.

of the teachers, presented Mr. Corson with a silver tea service. This was to commemorate Mr. Corson's six years of work as state school commissioner, which office he relinquishes this month. Mr. Corson thanked the teachers for their gift, and said that the most pleasant experience of his life had been the appreciation, the loyalty, the earnest and the enthusiastic support and sympathy given him by the teachers of Ohio during the last six years.

GENERAL SESSION.

Pres. Corson opened the general association meeting Thursday morning, with an inaugural address. Supt. W. J. White, of Dayton, was remembered by the association. Supt. White is now Lieutenant-Colonel White, of the Third Ohio Volunteer Infantry. He enlisted in the Civil war as a private, and, in 1865, was brevetted mayor for gallantry in action. After the

war, he went to Ohio Wesleyan university, then taught in Pana, Ill., and was soon elected superintendent at Springfield. Here he stayed until 1888, when he took a similar position in Dayton, Ohio. When he was appointed lieutenant-colonel and ordered at once to Tampa, the news quickly spread over Dayton, and an escort of nearly a thousand students, each carrying a flag, with fife and drum corps, and the members of the board of education accompanied Supt. White to his train. Here he was met by teachers and citizens, and given an ovation such as is the privilege of few men to receive. That the State Association was proud of its soldier superintendent is evidenced from the telegram sent him just after the inaugural address. It read: "The Teachers' Association of Ohio, in convention assembled, sends you greeting and good wishes. In army and navy our quota is full; you may on our fighting rely. Our fighting superintendent is now at the front. Hurrah for the schools of Ohio!"

Supt. L. H. Jones, of Cleveland, delivered an address on "School Discipline in Relation to Character," which was discussed by Supt. Shawan, of Columbus.

A telegram was sent to the Pennsylvania State Teachers' Association which read: "In view of the fact that Pennsylvania teachers are meeting in their annual session, under the leadership of our genial friend, Brumbaugh, be it

"Resolved, That we inform them of our session under the leadership of Hon. O. T. Corson, and express our sympathy for them and bespeak theirs for us."

The session closed with a paper read by J. N. Moore, of Latonia, on "Physical Culture."

The library section held its meeting Thursday afternoon. After an address by the president, C. B. Galbreath, of Columbus, the following papers were read: "The Use of Reference-Books," Miss Olive Jones, Columbus; "The Reading Circle and the Public Library," Supt. E. A. Jones, Massillon; "The School Children and the Public Library," Miss May Prentice, Cleveland, and "The Public Library in Ohio," Supt. Shawan, Columbus.

MUSIC SECTION.

The music section was also held Thursday afternoon. Miss Eva E. Wylie, of Lancaster, discussed the kind of songs to be used and those to be avoided, and J. L. Orr, of Toledo, spoke on "The Pedagogy of Sight Singing." In the evening, the association gathered again, and listened to an address on "The Culture of the Emotions," by Pres. S. F. Scovel, of the University of Wooster.

Thursday afternoon, the first meeting of the Ohio College Association, was opened by Pres. I. J. Sanders, of Otterbein university, with an address on "The Place and Purpose of the College." Pres. Purinton, of Dennison university, followed with "A Comparative Study of Colleges." This address contained much useful information. Dr. Purinton showed that a number of colleges and students, Ohio leads the other states. In entrance requirements, the maximum is reached in the East, the minimum in the South, while Ohio is two terms below the average. In numbers of collegiate instructors, Ohio is below everything, but especially low in science and modern language. New England colleges are inferior to others in the numerical limitation of classes and in the profusion of their honorary degrees. Western colleges are behind the average in almost everything. Southern colleges are least prone to grant degrees in course, and are in advance in the matter of presidents' salaries. Dr. Purinton said that the Ohio college president did more work for less pay than any other such worker in existence.

It would be better for Ohio colleges if the professors' hours of service were shortened and their bank accounts lengthened. Ohio offers only 266 hours a week as against 374 in New England. But in these comparisons, the average productive endowments of Ohio colleges are only \$180,000 as against \$660,000 in the other colleges. Considering this, Ohio is doing excellent collegiate work.

FINAL SESSION.

The final session of the association was held Friday morning. The report of the Ohio Teachers' Reading Circle showed a prosperous year, with a membership of 6,228 out of the 22,029 teachers of the state, and a balance in the treasury of \$1,057.81.

It was decided to conduct future sessions in conjunction, so that the literary programs may be heard by all. This is a radical change, and one that will be greatly appreciated.

The officers for next year were then elected. The more important ones are:

President of general association, E. B. Cox, Xenia; vice-presidents, Miss Bertha Reuss, Mansfield; Miss Susan Dillon, Cleveland; Miss Mary E. Hall, Piqua; H. L. Frank, Fostoria; J. F. Fenton, Coshocton; secretary, Solomon Weimer, Cleveland; treasurer, J. A. Shawan, Columbus.

Members of the board of control of the reading circle: Mrs. Delia L. Williams, Delaware, president; Supt. J. J. Burn, Defiance, secretary, and members, Miss Margaret N. Sutherland, Columbus; Supt. E. A. Jones, Massillon; Chas. Hauptert, Wooster; Chas. L. Loos, Dayton; S. T. Dial, Lockland; Warren Darst, Ada.

Executive committee: E. W. Wilkinson, Cincinnati; W. O. Thompson, Oxford.

FINAL ADDRESS.

Dr. J. W. Bashford, president of Ohio Wesleyan university, delivered the final address of the association. His subject was "The Orient and the Occident." He dwelt upon the future dominant civilization, and showed the strength and weakness of the various nations for the burdens imposed upon them. The political future of America was bright with promise; but her duty should be sought out and adhered to.

"We must abandon all talk of revenge," he said; "put aside the despicable war cry, 'remember the Maine,' and never yield to any dreams of territorial expansion, for our own sake. Upon the other hand, we cannot either in a craven spirit or in a selfish spirit give the Philippines back to Spain, or leave them without protection. If a gypsy had stolen a child and held it in cruel bondage for a few years, and if this child had come into your possession by some strange providence, would you hand it back to its drunken gypsy kidnapper, or even leave it without food and shelter on your doorstep? Now that Asia, Africa, and Australia are become colonies of Europe, may not God be calling on us to show the nations of the world a Christian colonial policy? Hence, He may be committing to our care a few islands, too small to awaken our greed, but sufficiently large to enable us to furnish to the world an example of helping our younger sisters in Cuba and Hawaii and the Philippines to set up in national housekeeping for themselves—not to attempt to hold them as mere handmaids of the United States. In a word, the Divine Providence has made a 'coming-out' party for the young republic of the West. We must not, in a cowardly spirit, try to dodge our responsibilities among the nations. Above all, we must not, in a selfish spirit, aim to exploit the weaker nations for either the glory or the profit of the United States. God calls us as he called the Jews of old to moral leadership through service, not to physical domination through force. Unfurl the stars and stripes on every school-house, but point out to the children that our flag floats beneath the shadow of the cross on the neighboring steeple. Teach the children that America is called to service—again to service and once more to service, until we hear above the hum of industry or the war of battle the words of the Divine Judge: 'Inasmuch as ye have done it unto the least of them, ye have done it unto me.'"

Arkansas Teachers' Convention.

Little Rock, Ark.—The thirty-first annual meeting of the Arkansas Teachers' Association opened June 29 at representatives' hall. The meeting was called to order by Pres. J. H. Hinemon, of Pine Bluff. Hon. J. E. Williams, of Little Rock, delivered the address of welcome, and Prof. J. E. Erwin, principal of the University Training school, at Monticello, responded.

Pres. Hinemon, in his annual address, discussed the requirements of the country school, the proper construction of school buildings, and related subjects. He said, in part:

"Upon the character and qualifications of the teachers depends the success of the school system; nor in any line of work is there greater need of careful and judicious decision than in the selection of those who are to teach in the public schools.

"One of the greatest evils of our school system in general is the assumption that anyone who has gone through a prescribed course of study and passed a satisfactory examination in a few studies is qualified to teach. Scholarship alone, however extensive and accurate, and however important, is not enough. A good teacher must have a knowledge of the science of teaching. This knowledge may be acquired by professional study, or by practical experience under wise and intelligent supervision. If gained in the school-room, it always comes at the expense of the pupil. To educate a child requires high art and great ability. A child may receive instruction, and not become educated. A man may be, in a sense, educated though entirely ignorant of text-books. The aim of the school should be to educate, not to instruct, to make good men and noble women as well as to make good scholars.

"The adoption of a graded course of study and the proper preservation of all the records of the school would do more than any other one thing to prevent the frequent change of text-books so much complained of, and would also serve as a valuable guide to hundreds of untrained teachers who, from year to year, are placed in charge of schools of from fifty to one hundred pupils. A printed guide and an objective point are furnished to the teacher, and the ambitious child is supplied with the stimulus to complete the prescribed course of study and pass to the larger and broader fields that lie beyond. It is our opinion that the presentation of a state grammar school certificate, issued and signed by the state superintendent of public instruction, and countersigned by the county superintendent or county examiner, should be given to every student who successfully completes the common-school curriculum; this would greatly tend to promote zeal in the interest of graded and systematic courses of study."

A pleasant feature of the convention was the presentation, on behalf of the teachers of Arkansas, of a gold watch, made with an appropriate address, by Prof. T. E. Futrall, of Marianna, to State Supt. Junius Jordan.

Alabama Educational Association.

Tuscaloosa, Ala.—The Alabama Educational Association met at Tuscaloosa June 28. Mayor W. C. Jenison made the address of welcome to the city, and Dr. B. F. Meek, of the state university, welcomed the teachers in behalf of the schools. Prof. O. D. Smith, of the Alabama Polytechnic school, at Auburn, responded.

Pres. J. B. Cunningham, principal of the Birmingham high school, then delivered his annual address. His subject was "The Worth of Education."

In the afternoon, Miss Bessie Haley, of the faculty of the Alabama Polytechnic Institute for Girls, at Montevallo, read a paper on "Language;" Prof. E. M. Shackelford, of the Troy normal, discussed "History;" Prof. M. C. Wilson, of the Florence normal, "Natural Sciences," and Miss Willie M. Allen, of the Birmingham high school, spoke on "Music and Art."

In the evening, Supt. Dr. J. H. Phillips, of Birmingham, and Prof. J. W. Abercrombie, Democratic candidate for state superintendent of schools, spoke on "The Educational Outlook."

Wednesday morning's program included a talk on "Educational Union," by Supt. Pearson, of Alexander City; "A Symposium on District Agricultural Schools," by Pres. Clements, of Athens, Pres. Dewberry, of Sylacauga, and Pres. Feagin, of Albertville. Supts. Yerby, of Mobile, Floyd, of Montgomery, and Hill, of Gadsden, discussed "The County as the Proper Unit of School Government," and Dr. George F. Edgar, of the University of Alabama, spoke on "The X-Ray with Apparatus."

In the afternoon, a boating trip was taken through the Warrior river locks, and in the evening reports of the various committees were made.

Dr. Hall at the American Institute.

The sixty-eighth annual meeting of the American Institute of Instruction opened on the evening of July 6, Pres. George E. Church, of Providence, occupying the chair. The feature of the evening was an address by Dr. G. Stanley Hall, on "Adolescence." Adolescence, he said, is more than puberty, extending over a period of ten years from twelve or fourteen to twenty-one or twenty-five in girls and boys, respectively, but the culmination is at fifteen or sixteen. The first and most noticeable indication is the rapidity of growth, first in height, then in breadth. There is a difference of three years between the maximum growth in height and thickness. Growth of the little child can hardly be arrested physically, but at the period of adolescence it may be easily arrested, and often is.

In St. Louis, boys leave school at thirteen years and three months; in Chicago, at fourteen years and five months; in Boston, at fifteen years and three months. At this period there is differentiation. It is a period of extravagance; selfishness changes to ambition. Introspection at this age is dangerous. It is a period of sex impulse. Many vile firms take possession of the ignorance and fear of youth at this period. There are seven firms that collect names of young people at this age by advertising various things. These letters are supposed to be confidential, and yet they are sold over and over again.

All savage nations respect this period, and have customs adapted to it. Civilized nations respect it even more; several large denominations make it the period of confirmation with elaborate ceremonies. The Hebrews identified it with circumcision, the Spartans taught their youth to fight, the Greeks made it the introduction to athleticism, the Romans gave it

a social celebration, the Germans, a poetic setting, the Protestant denominations find the years of fifteen and sixteen the high-water mark for conversion. The court records show that it is the time of the largest number of arrests for crime in the United States, in England, France, and Germany. It is the period when fears change their base; anger is radically different.

The estimate of any educational system must be based upon its success in bringing young people through the period of adolescence with greatest perfection of development; with the fewest indications of arrested development; with the best proportions of height and breadth, physically, mentally, morally, and religiously.

New York State University Convocation.

Albany, N. Y.—The thirty-sixth annual university convocation of New York state was held in this city from June 27 to 29. In presenting a report of the condition of affairs under the guidance of the regents, Chancellor Upson said that there are in the university, of colleges for men, 22; colleges for women only, 5; and colleges for men and women, 5; of schools of law there are 7; of schools of medicine, 14; of schools of pharmacy, 5; of schools of dentistry, 3; ophthalmology, 1; veterinary schools, 3. Connected with the university there are also schools of theology, 14; schools of pedagogy, 4; schools of music, 4; special schools, 12. There are also academies and high schools, 611; there are libraries, 339; institutes, 2, and museums, 2.

Among the subjects discussed were the following:

"The Extension of the Elective System in High Schools and Academies," Prin. A. L. Goodrich, of the Utica Free academy, Prin. B. G. Clapp, of Fulton high school, Prin. Frederick Van Dusen, of Ogdensburg Free academy, Prin. Schuyler F. Herron, of Canajoharie high school, James P. Fagan, of St. Francis Xavier, and Dean Nicholas Murary Butler, of Columbia university.

"English as a Study in the State of New York." It was first discussed under the head, "What Equipment is Offered those who are to Teach English in the High Schools and Academies." Prof. J. M. Hart, of Cornell, spoke of it as regarding the universities, and Prof. Franklin T. Baker, as regarding the schools of education, teachers, colleges, and normal schools.

"What special studies and training above the academic course are practicable and best for those who are to teach English in high schools or academies," Prof. Albert S. Cook, of Yale, Charles Davidson, English inspector of the state university, and Prof. William G. Ward, of Syracuse university.

"Can English study in the high school be as well organized and effective a discipline as Latin and mathematics?" Prof. Arthur Marvin, of Schenectady Union Classical institute, Prin. A. L. Goodrich, of Utica Free academy, Prof. Herbert G. Lord, of Buffalo school of pedagogy, and Matilda T. Karnes, of Buffalo Central high school.

"How low may admission requirements be made without forfeiting the right to the name college? To what extent should existing institutions conform to the rules as to conferring degrees imposed by law in all new charters? What recognition should colleges and universities give to diplomas of state-normal schools?" Pres. Charles De Garmo, Swarthmore college, Pres. W. E. Waters, Wells college.

"What if any college studies should be regarded as constants to be pursued in every course leading to a degree?" Pres. R. H. Jesse, University of the state of Missouri; Bro. Chrysostom, Manhattan college; Dr. Margaret Washburn, Wells college; Sec. Luke A. Grace, Niagara university; Prof. F. C. French, Vassar college.

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New Books.

"An Advanced Arithmetic," by G. A. Wentworth, A.M., was written for the purpose of furnishing a thorough review of arithmetic in high schools, normal schools, and academies, and for that purpose only. As the shortest and surest road to a knowledge of arithmetic is by solving problems, the work is abundantly supplied with well-graded, practical problems, many taken from Wentworth and Hill's "High-School Arithmetic," but many of them are new, and of a kind to meet the requirements of the present time. The problems cover a great amount of useful information—taking in the field of mercantile transactions, and, so far as practicable, the field of science. It is not necessary for any pupil, or any class, even, to do all of the problems. Every teacher can select such chapters and such parts of chapters as are suited to the needs of his pupils. One feature of the book is, that decimals are introduced at the very beginning of the book. (Ginn & Co., Boston.)

"Between Earth and Sky" is the title story in a volume containing twenty-one short stories by Edward William Thomson, one of the editors of the "Youth's Companion." Most of these stories have appeared in that and other papers. They are mostly tales of adventure, and will be appreciated by readers, young and old. The reproductions, with the exception of the frontispiece, are reproduced from the "Youth's Companion," by permission. (A. J. Rowland, Philadelphia.)

The Oxford Manuals of English History are a series of little books, each treating of distinct epochs, but all together forming a connected history from Roman times to the Victorian era. They are written by resident members of the University of Oxford, actively engaged in teaching. In "England and the Reformation, 1485-1603," an interesting period is considered by G. W. Powers, M.A. These books fill a place that is not filled by the large general histories or the voluminous histories of special epochs. (Charles Scribner's Sons, New York. 50 cents.)

It is some years since Judge A. W. Tourgee came before the public with a work of fiction. His sterling work done formerly in this field will insure a hearty welcome for his volume of short stories, of which the first one, "The Man Who Outlived Himself," gives the title to the book. It tells how a New York broker became distressed over some transactions and mysteriously disappeared, returning years after, to ascertain the fate of those near and dear to him. The observations of the resurrected man in coming back to the great city after an absence of twelve years give opportunity for much shrewd and amusing comment on the changes he finds—in buildings, street cars, lighting, men, women, costumes, manners, etc. "Poor Joel Pike" is a complicated mystery in the life of an old countryman, yet redolent of youth and love, and rich in exquisite descriptions of nature. "The Grave of Tante Angélique" is an adventurous romance, located amid picturesque Southern surroundings. (Fords, Howard & Hulbert, New York. 16mo., cloth, ornamented, 75 cents.)

A new book by Henry Wood, the author of several thoughtful and valuable works, has just been issued. It is a story entitled "Victor Sevenus," the scene of which is laid in the very dramatic period of the world's history, the Pauline era, and through graphic character delineation deals with the thought, customs, and religious systems of the time. It aims to draw a true and well-proportioned picture of the actual conditions, avoiding an overdrawn and debasing realism, so often employed for the sake of exaggerated contrasts. With important exceptions, Paul is the only historic character. Victor Sevenus, and the other leading personalities that are employed, are representative creations. While the historic framework is carefully preserved, there is a wide range of the fancy and imagination in the movement, and a wealth of mystical, psychical, and weird phenomena deftly woven into the fabric of the story. Love, adventure, romance, idealism, and magic are handled in action to combine entertainment, instruction, and profit. (Lee & Shepard, Boston.)

"The Building of the British Empire," by Alfred Thomas Story, in the Story of the Nations series, will be of especial interest to Americans just now. American patriotism ought not to exclude race patriotism, and all ought to feel a thrill of pride at the achievements of English-speaking people in colonization, conquest, and civilization. Wherever the standard of an English-speaking nation rests, there is sure to be better government and a higher standard of life. Egypt is a striking witness to this. The author has told his story with great clearness and force, giving the account of Britain's growth from Elizabeth to Victoria. The records of the achievements at home, and in America, India, Australia, South Africa, and other parts of the world are among the most glorious in the world's history. The book has upward of two hundred portraits and illustrations from contemporary prints. (G. P. Putnam's Sons. \$1.50.)

Though poets are not consciously theologians, they have a more or less developed theology, which is all the more attractive by being expressed in beautiful language. The religious belief of the great writers may be culled from their writings. This task has been performed by Rev. Augustus Hopkins Strong, D.D., LL.D., president of the Rochester Theological seminary. The author is inclined to believe that the great poets, taken together, give united and harmonious testimony to the fundamental conceptions of natural religion, if not to those of the specifically Christian scheme. A question may arise as to what names should be included among the great poets. The author at first intended to include in the list only Homer, Virgil, Dante, Shakespeare, and Milton. Further study convinced him that Wordsworth, Goethe, Browning, and Tennyson must be admitted to the company of the immortals. However, opinions may differ on this point; all must agree that the book is an interesting one, on account of this view of the poets from a new standpoint and the skilful treatment. (American Baptist Publication Society, Philadelphia. \$2.50.)

A revised, enlarged, and, in part, re-written edition of "A Manual of Ethics," by John A. Mackenzie, M.A., professor of logic and philosophy in the University college of South Wales and Monmouthshire, is published in the University Tutorial series. It was prepared primarily for the use of private students; but it will undoubtedly be useful to other classes of readers. Its design is to give, in brief compass, an outline of the most important principles of ethical doctrine, so far as these can be understood without a knowledge of metaphysics. The system of metaphysical truth is like a city with many gates, and perhaps the student may enter it by the ethical gate as profitably as by any other. The metaphysical view adopted in this manual is that of the school of idealism; i. e., the school founded by Kant and developed by Hegel, Green, and others. (Hinds & Noble, New York.)

"American Contributions to Civilization," and other essays and addresses, by Pres. Eliot, of Harvard university, form a valuable collection. A part of these essays were originally contributed to various magazines and reviews; the addresses were delivered on appropriate occasions, several being commencements of colleges and universities. Among the subjects treated are: "Some Reasons Why the American Republic May Endure," "The Working of the American Democracy," "Three Results of the Scientific Study of Nature," "The Happy Life," "The Future of the New England Churches," and "Heroes of the Civil War." (The Century Co., New York.)

"Nature in a City Yard" is the title of a new book by Charles M. Skinner. How much of nature can be found in the city only those who search for it know. To the uninitiated, the book will be a revelation. To all nature lovers and to others who enjoy sketches written in a slightly humorous vein, the book will prove quite readable. Among the subjects discussed are the yard, sky, city and country life, the seasons, flowers and insects, and the soul of nature. (The Century Co., New York.)

"An Artist's Letters from Japan" is a collection of entertaining sketches by John La Farge. The writer sees everything with the artist's eye, but he certainly observes many things besides art. Descriptions of people and places, with bits of the history and mythology of the country, give a very vivid idea of the impressions made by Japan upon an artist. Mr. La Farge said to an Omaha reporter on his way out, that the object of his journey was to find Nirvana. Evidently he is, or pretends to be, deeply interested in Nirvana, and though he does not state that he found it, he has so much to say about its delightfulness that he would appear to have been very near it. The book is profusely illustrated, and is printed on heavy paper. (The Century Co., New York.)

"The Art of Getting Rich" is considered at some length in a volume by Henry Hardwicke, a member of the New York bar. The author goes to some extent into the description and history of commerce in ancient and medieval times, and then gives the present conditions, and the way to succeed. There is much in the book from which the young man entering business can derive profit. (The Useful Knowledge Publishing Co., 120 Broadway, New York. 50 cents.)

Everett T. Tomlinson who is well known to young readers as the writer of war stories, has produced a story of school life called "Ward Hill at Weston." The characters and incidents are drawn true to life, and the tone of the story is good. (A. J. Rowland, Philadelphia.)

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The July Magazines.

"The Review of Reviews" devotes a large portion of its space to the war, reviewing the whole campaign up to the landing of our troops for the advance on Santiago, including the brilliant exploit of Lieutenant Hobson. Dr. William Hayes Ward gives an account of Hobson's typically American career, and the brilliant young newspaper correspondent, Mr. Edward Emerson, Jr., gives notes of his adventurous journeyings in Porto Rico last month. Dr. Max West, statistician and economist, summarizes "Our New War Taxes" in an interesting article. Mr. Henry W. Lanier writes on the Trans-Mississippi Exposition at Omaha, and Mr. W. T. Stead, has a character sketch of Mr. Gladstone. This number also contains a unique selection of poetical greetings and tributes from America to England.

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All sorts of stores sell it, especially druggists; all sorts of people use it.

Next month's issue will contain similar greetings from England to America.

The work of Great Britain in Egypt is the subject of a timely article for Americans in "The North American Review." It is written by Ralph Richardson, honorary secretary of the Royal Scottish Geographical society. Rufus Fairchild Zogbaum contributes an interesting article on "The Regulars in the Civil War," describing vividly their sacrifices, prowess, discipline, and fortitude. John W. Russell treats of "Australian Federation," making comparisons between the new form of government and those of the United States and Canada. "The Resources and Industries of Spain," forms the theme of a paper by Edward D. Jones. Ex-Senator Pepper, of Kansas, begins a series of two articles on "The United States Senate," and Major Arthur Griffiths, Her Majesty's inspector of prisons, writes on "The English Prison System." Frederick Bancroft considers "Seward's Ideas of Territorial Expansion," and "Greater New York's Water Supply" is dealt with by F. B. Thurber. "International Piracy in Time of War," by W. L. Penfield, and "Prince von Bismarck," by Emilio Castelar, are interesting articles.

"Harper's" opens with "A Prince of Georgia," a story of Russian life in the Caucasus, by Julian Ralph. Henry Nelson Loomis has an interesting article on "The People and Their Government." Miss Lucia Purdy, writing on "The Ethics of a Corrida," has thrown down the gauntlet on the question of bull fights in Spain. The Spanish horror at a football game is well told. George W. Smalley discusses journalism in a number of its phases. "A Colonial Dame," by Caroline Sherman Bausemer, is an account of the life of Margaret Brent, the earliest American woman to demand the right of suffrage. Stephen Bonsal discusses "Eastern Siberia" in the series of Russian articles. Charles Moreau Harger has a hopeful article on the "New Era in the Middle West." Brander Matthews, in "New Words and Old," treats of the constant changes in the vocabulary of a living language.

The "Century" opens with a story of the times, "By Order of the Admiral," by Winston Churchill. It deals with a filibustering expedition and is full of romance. "Confederate Commerce Destroyers" are treated in two articles, one by Col. John Taylor Wood, commander of the Tallahassee, and G. Terry Sinclair, of the Florida. Stephen Bonsal writes of "Holy Week in Seville," and Poultney Bigelow gives a résumé of "Ten Years of Kaiser Wilhelm," writing from intimate personal knowledge. Mrs. Mabel Loomis Todd, who went to Northern Japan in 1896 with the Amherst eclipse party, writes on "In Aino Land," describing a wild, hairy race almost unknown to the Western world. Herbert D. Ward writes sympathetically of "Heroes of the Deep," and Jeremiah Curtin writes of his acquaintance with the author of "Quo Vadis?"

"St. Nicholas" has some timely articles of interest. "Some Ships of Our Navy" is a series of fifteen pictures of war vessels. Lieut. Philip Andrews, U. S. N., describes the "Ceremonies and Etiquette on a Man-of-War." David Walker Woods, Jr., writes of stamp taxes and their results; H. A. Ogden writes of "A Great Republican at Court," dealing with Franklin's embassy to France. "Uncle Sam's Farm in Canada," is by C. W. P. Banks.

"The Forum's" leading article is by Justin McCarthy on Mr. Gladstone. This was written four years ago with the understanding that it should not be published until after the statesman's death. Mr. Frank F. Hilder's paper on "The Philippine Islands" is drawn from personal experience. Hon. S. J. Barrows writes on "The Ethics of Modern Warfare," and Mr. H. S. Townsend, inspector-general of schools in Hawaii, on "The People of Hawaii." Senator Stephen M. White dis-

cusses "Our Inadequate Consular Service," and Mr. C. Wood Davis answers affirmatively the question "Does Machinery Displace Labor?" Mr. L. O. Howard, chief entomologist of the U. S. department of agriculture, writes on the San Jose scale under the caption, "International Relations Disturbed by an Insect."

Appleton's "Popular Science Monthly" opens with the first of a series of articles on "The Evolution of Colonies." This one by James Collier, deals with "The Genesis of Colonies." "Weather Forecasts" is the title of an extremely interesting illustrated article by E. J. Prindle. Prof. Henderson takes up the second part of his discussion, on "The Methods of Manual Training." W. E. Cram writes on "Woodpeckers and Their Ways," and S. W. Williston on "Saber-Toothed Cats." Dr. Louis Robinson writes on the power of the eye in expression. M. Camille Méllinaud discusses "The Psychological Cause of Laughter."

"Lippincott's" opens with a complete novel entitled "Harold Bradley, Playwright," by Edward S. Van Zile. The scene is in New York and the rehearsals of the dramatist's play bring to light a charming, though hitherto obscure actress. "Zola as an Apostle of Temperance," by Prof. Victor Wilker, is a defense of Zola's claim to moral purpose. Fred Perry Powers writes on "A National Derelict," and William Ward Crane on "Names of War-Ships."

The issue of "The Outlook" which appeared in Fourth of July week is an illustrated, patriotic number. Its contents are very largely of a character to correspond with this designation. A particularly interesting article is Brigadier-General Fred D. Grant's "With Grant at Vicksburg." This tells in an extremely readable way the present General Grant's experiences when, as a boy, he was with his father, the more famous General Grant, before Vicksburg. Among the illustrations is a double-page drawing by the well-known artist, Mr. T. de Thulstrup, which depicts a strikingly pathetic incident which took place in the presence of General U. S. Grant, General Sherman, and the writer of the article; another interesting picture is a full-page portrait of General Fred. D. Grant sitting before his tent at Chickamauga. Perhaps of equal interest with this article is that by

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Colonel T. W. Higginson, called "The First Black Regiment," in which he tells the story of the organization and service of the first South Carolina volunteers (colored); several quaint pictures are reproduced from illustrated papers of the time, and reproduced ambrotypes of some of the colored officers also give a quaint interest to the article. Still another picture included in Colonel Higginson's article is a fine rendering of Mr. August St. Gaudens' fine bas-relief of Colonel Shaw and his regiment.

"McClure's" opening article portrays the private and official life of President McKinley from the first dawn of the war crisis down almost to the present moment. Stephen Bonsal tells the story of "The First Fight on Cuban Soil." Cleveland Moffett gives an account of "The Fastest Vessel Afloat"—the Turbinia, which easily makes forty miles an hour. General Miles writes on "The Military and Naval Glory of England." Anthony Hope's novel, "Rupert of Hentzau," is concluded in this number. Henry Norman, of the editorial staff of the London "Chronicle," gives an account of his impressions of America on revisiting it in war times.

Interesting Notes.

Gladstone's Courtesy.

In general society perhaps the most engaging quality of Mr. Gladstone was his old world courtesy to every one. It was not put on or put off. It was invariable, universal, and consistent. He had the ceremonious manner of the old school. Towards intellectual inferiors his manner was deferential; careless observers might regard his humility as assumed, or even as hypocritical. It was nothing of the kind. Mr. Gladstone lived in the presence of the unseen. Like the Puritans of old, he saw the hand of God in all the events of life. To him earthly distinctions were of no account. Did he not refuse an earldom? On the rich and the eloquent, on the nobles and dignitaries, he looked down with contempt, for he was rich in a treasure that thieves cannot break through nor steal; he was eloquent in a language revealed to him from on high; he was noble by the right of an earlier creation than any inscribed in the College of Arms, and the priesthood of his life was conferred by the imposition of a mightier Hand than the successor of St. Augustine. With this panoply of spiritual armor, which shut him off from the large majority of prosperous and worldly minds, he eagerly sought information from babes and sucklings.—"Harper's Weekly."

The Early Bird of Regiments.

The Sixth Regiment of Massachusetts finds reasons which seem to its friends satisfactory for thinking itself to be the promptest militia regiment in the country. Colonel Woodward had anticipated Governor Wolcott's order which followed the president's call for volunteers, and it is stated that it took him no more than thirty minutes to raise and report a full regiment to the governor. It was the Sixth, as will be remembered, that made the memorable march through Baltimore in 1861, and Captain Marshall, now of the regiment, was a

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sergeant in it at that time. Finally, the Sixth includes a Concord company, in which are many descendants of the Concord minute-men who were in the first fight of the Revolution, so that the regiment feels warranted in filing a claim to have been first in three wars. It may be disputed, yet no better claim to this particular distinction seems likely to be offered.—"Harper's Weekly."

The President's New Flag.

The new official flag of the president of the United States is printed, for the first time correctly, on the cover of the July *Ladies' Home Journal*. The flag was recently adopted as the president's emblem, and henceforth will be employed to proclaim his official presence. When he is at the White House the flag will be displayed there, and wherever he may go as president of the United States it will be in evidence.

Making Leather Transparent.

This method of making leather transparent is given by a French journal. The hide, after the hair has been removed, is stretched upon a frame, and treated with a mixture of 100 parts of glycerine, 2 parts of salicylic acid, 25 parts of boracic acid, and two parts of picric acid. Before quite dry the hide is taken to a dark room and saturated with a solution of bichromate of potash; and when it is very dry an alcoholic solution of tortoise shell is applied. The transparent leather is very flexible. It is used for toilet articles, and might even be made into shoes, which would doubtless prove an attractive novelty.

A New Name for an Old Habit.

The jaw-trying name of a new disorder is onychophagia. It comes from Paris, according to the Druggist Circular, but it is not as fashionable as it will be when a few specialists are imported. Onychophagia is the scientific name for the bad habit of nail biting. It is Greek, and means nail eating. At a recent meeting of the Medical Society of the French academy a paper was read on the subject that provoked an exciting because novel discussion. The author went so far as to assert that nail eating was a sign of degeneracy, indicating not only nervous but moral weakness. He pronounced the habit a disease that was both hereditary and contagious.

The Suez Canal.

The present Suez canal is not the first waterway between the Mediterranean and the Red sea, as people generally suppose. According to Herodotus, Pharaoh Necho, four hundred and fifty years before the Christian era, commenced the construction of a canal branching out from the Nile and traversing the desert to the head of the Gulf of Suez. When about half completed, and after the expenditure of an incredible amount of labor, the work was abandoned, owing to an oracle which the king had consulted warning him that if the enterprise was completed, it would be for the benefit of enemies, the barbarians, and probably entangle the nation in foreign complications. The work was subsequently completed by Ptolemy II. and afterward restored by Trajan. The grand canal was stated as being far superior to any other canal in the known world. Its breadth was such that two galleys abreast could be navigated on it, and by it the riches and merchandise of the East were conveyed from the Red sea to the Nile, and thence to the Mediterranean. Strong opposition was raised during the construction, on the ground that the land through which it passed being below the level of the Red sea, the canal would be the means of flooding it. To overcome this difficulty a dam or sluice was placed across it with doors which opened to give passage to the vessels, and then were closed again. After the lapse of several centuries this canal was allowed to go to ruin, but traces of it still remain.

The Day of Reckoning.

Speaking of our terrible and increasing waste of fuel, Mr. Jeremiah Head, in his British Association paper, said that our stores have been drawn on to some degree for 1,000 years, and extensively for more than 100. Authorities tell us that another 1,000 years will exhaust all the more accessible supplies. But suppose they hold out 5,000 years, the human race will at last, as far as we can at present see, have only wind, water, and animals as motive power, and the only modes of transit will be sailing and rowing, driving, cycling, riding and walking. Sir Robert Ball has estimated that in not less than 5,000,000 and not more than 10,000,000 years the sun will become too cold to support life on this planet. Between the 5,000 years when fuel will certainly be exhausted and the 5,000,000 when all life may be extinguished, there will still be 4,995,000 years in which, according to present appearances, man will have to give up his hardly earned victories over matter and other animals, and the latter will again surpass him each in his own element, because he has no fuel.

Notes of Interest.

Since the birth of Christ 4,000,000,000 men have been slain in battle.

In the River Llano, in Texas, islands of floating sand are sometimes seen.

In Hungary whiskey is distilled from turnips, maize, potatoes, and molasses.

Admission to Holyrood palace and chapel will hereafter be free, the British government having decided to discontinue the taking of fees.

Of the 95,615 men who perished in the Crimean war, 80,000 were Turks and Russians.

The average duration of human life in European countries is greatest in Sweden and Norway and lowest in Italy and Austria.

Bombay newspapers are responsible for the tale of a local crow which has built its nest of spectacle frames stolen one by one from the stock of a Baboo optician.

Italy has followed New York's lead in fighting the spitting habit. Notices in many streets and railroad cars request passengers to abstain on the grounds of decency and health.

A lady's gold watch was taken from a codfish's stomach, caught near the reef off Nantucket. It is supposed the watch was lost overboard from some ocean steamship. It is in a perfect state of preservation, with the hands marking 12.15 o'clock.

Münster, in Westphalia, has a public school which has just celebrated the eleven hundredth anniversary of its foundation. It is the St. Paul Gymnasium and was originally a convent school.

Antikamnia in Various Diseases.

A. J. Wright, M. D., Carleton Centre, Mich., in writing of the above named remedy, says: "I have used Antikamnia for the past two years for asthma, hay fever, influenza, la grippe, and frontal headache. For la grippe, I consider it superior to any preparation that I have ever used, and I think every physician should be acquainted with its merits. I like the five-grain tablets best for general practice, instructing patients to crush tablets before swallowing."

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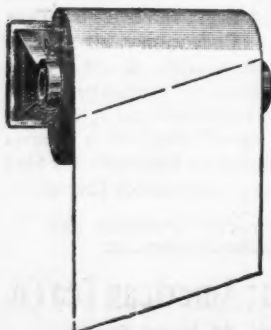
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